

# **Titusville Area School District**



## **2013 – 2014 Parent Handbook**

In compliance with  
The No Child Left Behind Act of 2002

The mission of the Titusville Area School District, a partnership with parents and community members, is to ensure that all students are challenged by quality academic and social experiences to achieve their fullest potential as life-long learners.



Titusville Area School District  
221 North Washington Street  
Titusville, Pennsylvania  
16354

**Printed: August 2013**

**TABLE OF CONTENTS**

**INTRODUCTION**..... 6

**Non-Discrimination Policy** ..... 6

**No Child Left Behind** ..... 6

**Complaint Resolution Process for NCLB Programs** ..... 6

**Adequate Yearly Progress**..... 7

**School Report Cards** ..... 8

**School Improvement Program**..... 8

**Highly Qualified Staff** ..... 9

**Family Education Rights and Privacy Act (FERPA)**..... 9

**Health Insurance Portability and Privacy Act (HIPPA)** ..... 10

**Tobacco Use** ..... 10

**Integrated Pest Management** ..... 10

**Asbestos Hazard Emergency Response**..... 10

**CURRICULUM AND INSTRUCTION** ..... 11

**ACADEMIC STANDARDS** ..... 11

**Developmental Education Programs**..... 11

**Title I Program** ..... 11

**Curriculum Review by Parents** ..... 12

**Graduation Requirements**..... 12

**Homebound Education Program**..... 13

**DISTRICT ASSESSMENT** ..... 13

**District Assessment Policy** ..... 13

**Pennsylvania System of School Assessment (PSSA)**..... 14

**STUDENT ATTENDANCE**..... 15

**Tentative School Calendar**..... 15

**Enrollment Requirements**..... 15

**Absence From School** ..... 16

**Early Dismissal From School** ..... 16

**Excuses and Tardiness**..... 16

**Late to School/Classes (Secondary)** ..... 17

**Student Trips and/or Vacations**..... 17

**STUDENT SERVICES** ..... 18

**Cafeteria Services Program**..... 18

**School Guidance Program** ..... 19

**Child/Student Abuse** ..... 21

**Parent Conferences** ..... 21

**Promotion and Retention** ..... 21

**School Health Program** ..... 22

<b>Student Wellness Policy.....</b>	<b>25</b>
<b>Safe and Drug-Free Schools Program.....</b>	<b>25</b>
<b>Student Rights and Responsibilities .....</b>	<b>26</b>
<b>Student Expression/Distribution and Posting of Materials .....</b>	<b>27</b>
<b>Migrant Students.....</b>	<b>27</b>
<b>Homeless Students .....</b>	<b>28</b>
<b>Home School Education.....</b>	<b>28</b>
<b>Limited English Proficiency Program .....</b>	<b>28</b>
<b>Student Behavior.....</b>	<b>29</b>
<b>Bus Behavior .....</b>	<b>29</b>
<b>Bus Passes.....</b>	<b>29</b>
<b>Classroom Conduct.....</b>	<b>29</b>
<b>Flag Salute and Pledge of Allegiance .....</b>	<b>30</b>
<b>Due Process Requirements for Suspensions .....</b>	<b>30</b>
<b>Student Confidentiality and Records .....</b>	<b>30</b>
<b><i>SPECIAL EDUCATION</i> .....</b>	<b>31</b>
<b>IDEA/Child Find.....</b>	<b>31</b>
<b><i>EDUCATIONAL TECHNOLOGY SERVICES</i> .....</b>	<b>34</b>
<b>NETWORK &amp; INTERNET ACCEPTABLE USE POLICY .....</b>	<b>34</b>
<b><i>STUDENT ATHLETICS AND EXTRACURRICULAR ACTIVITIES</i>.....</b>	<b>38</b>
<b>Sportsmanship and Conduct .....</b>	<b>38</b>
<b>EXTRACURRICULAR CODE OF CONDUCT .....</b>	<b>39</b>
<b>Extracurricular Eligibility .....</b>	<b>43</b>
<b>Physical Exams for Athletics .....</b>	<b>43</b>
<b>School Activities/Clubs .....</b>	<b>43</b>
<b><i>CAMPUS SECURITY</i> .....</b>	<b>44</b>
<b>Persistently Dangerous School Notification .....</b>	<b>44</b>
<b>Searches Conducted By School Officials .....</b>	<b>45</b>
<b>Personal Communication Devices .....</b>	<b>45</b>
<b>Student Lockers and Their Use .....</b>	<b>46</b>
<b>Student Fees .....</b>	<b>46</b>
<b>Student Bookbags.....</b>	<b>46</b>
<b>Football Game Policy .....</b>	<b>46</b>
<b>Dress Code .....</b>	<b>47</b>
<b>Title IX: Anti-Harassment Procedures .....</b>	<b>47</b>
<b>Violence and Weapons Policy .....</b>	<b>49</b>
<b>Penalties for Infractions of our School Code .....</b>	<b>50</b>
<b><i>ALCOHOL AND OTHER DRUG POLICY</i>.....</b>	<b>50</b>
<b>Policy Statement .....</b>	<b>50</b>



# INTRODUCTION

The purpose of this handbook is to provide parents, guardians and other interested parties with information that will assist in better understanding public education in the 21<sup>st</sup> century. Accountability, local control and flexibility, new options for parents, and record funding for what works are now the cornerstones of our education system. The No Child Left Behind Act of 2002 requires several topics to be included in this publication. Those topics will be marked accordingly. We have also included other topics that parents may find to be helpful information. We trust that the information contained in this publication is presented in a clear, understandable format. Thank you for your interest in your child's education and we look forward to working with you.

## NON-DISCRIMINATION POLICY

The Titusville Area School District is an Equal Opportunity Educational Institution and will not discriminate on the basis of race, color, national origin, sex, handicap or limited English proficiency in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. Please refer to board policies 103 and 104 for more information.

## NO CHILD LEFT BEHIND

The *No Child Left Behind* Act gives our schools and our country the most groundbreaking education reform in many years. The U.S. Congress thought it was so important that they passed it by overwhelming majorities of Democrats and Republicans.

Here is a description of the four basic education reform principles in *No Child Left Behind*: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. These ideals are the foundation for the changes that you'll see in your local schools in the next few years.

If you would like more detailed information about NCLB, please visit this website at [www.ed.gov](http://www.ed.gov) and look for "No Child Left Behind." You'll find more there.

## COMPLAINT RESOLUTION PROCESS FOR NCLB PROGRAMS

The No Child Left Behind Act of 2001 (NCLB) legislation requires Local Educational Agencies (LEAs) to adopt written procedures for "receiving and resolving any complaint alleging violations of the law in administration of programs." In accordance with this legislative requirement, the Titusville Area School District has adopted the following procedures:

### Definition

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

- a. A statement that PDE or a Local Educational Agency has violated a requirement of federal statute or regulations which apply to programs under the No Child Left Behind Act.
- b. The facts on which the statement is based.
- c. Information on any discussions, meetings or correspondence with PDE or the LEA regarding the complaint.

### Local Complaint Procedures

- 1.) *Referral* – Complaints against the Titusville Area School District will be received in writing by each building Principal.
- 2.) *Acknowledgement* – The Principal will acknowledge receipt of the complaint in writing.
- 3.) *Investigation* – The Principal will thoroughly investigate the complaint and attempt to resolve the complaint informally. If an informal resolution satisfactory to the complainant is reached no

further investigation or action by the District is required. If the problem cannot be informally resolved, it will be referred to the Federal Programs Coordinator.

- 4.) *Opportunity to Present Evidence* – The Federal Programs Coordinator may, in his or her discretion, provide for the complainant and/or the complainant’s representative to present evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.
- 5.) *Report and Recommended Resolution* – Once the Federal Programs Coordinator has finished further investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Federal Programs Coordinator will issue the report to the complainant, complainant’s representative, Superintendent, and Principal.
- 6.) *Right to Appeal* – In appropriate cases, the complainant may appeal from the recommended resolution to the Secretary of the Education of the Commonwealth.
- 7.) *Follow-Up* – The Federal Programs Coordinator will insure that the resolution of the complaint is implemental.
- 8.) *Time Limit* – The period between Titusville Area School District’s receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.

#### Filing a Complaint

Complaints should be addressed as follows:

Diane Robbins, Principal  
Early Childhood Learning Center  
330 East Spruce Street  
Titusville, PA 16354

Mr. Robert Buchan, Principal  
Pleasantville Elementary School  
374 North Main Street  
Pleasantville, PA 16341

Mrs. Stephanie Keebler, Principal  
Main Street Elementary School  
117 West Main Street  
Titusville, PA 16354

Mrs. Lisa Royek, Principal  
Hydetown Elementary School  
12294 Gresham Road  
Titusville, PA 16354

Mr. Michael McGaughey, Principal  
Titusville Middle School  
415 Water Street  
Titusville, PA 16354

Mr. Scott Davie, Principal  
Titusville High School  
302 East Walnut Street  
Titusville, PA 16354

Mrs. Debbie Amsler, Federal Programs  
Coordinator  
Titusville Area School District  
415 Water Street  
Titusville, PA 16354

## **ADEQUATE YEARLY PROGRESS**

No Child Left Behind requires each state to define adequate yearly progress for school districts and schools, within the parameters set by Title I. In defining adequate yearly progress, each state sets the minimum levels of improvement-measurable in terms of student performance—that school districts and schools must achieve within time frames specified in the law. In general, it works like this: Each state begins by setting a “starting point” that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the bar—or level of student achievement—that a school must attain after two years in order to continue to show adequate yearly progress. Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, 2014, all students in the state are achieving at the proficient level on state assessments in reading/language arts and math.

## **SCHOOL REPORT CARDS**

Reports on individual schools are part of the annual district report cards, also known as local report cards. Each school district must prepare and disseminate annual local report cards that include information on how students in the districts and in each school performed on state assessments. The report cards must state student performance in terms of three levels: basic, proficient and advanced. Achievement data must be disaggregated, or broken out, by student subgroups according to: race, ethnicity, gender, English language proficiency, migrant status, disability status and low-income status. The report cards must also tell which schools have been identified as needing improvement, corrective action or restructuring.

These report cards are widely available through public means, such as posting of them on the internet or distribution through the media and public agencies. You may find our District Report Card on website by logging on to [www.gorockets.org](http://www.gorockets.org) or [www.paayp.com](http://www.paayp.com)

## **SCHOOL IMPROVEMENT PROGRAM**

States and local school districts will aid schools that receive Title I funds in making meaningful changes that will improve their performance. In the meantime, districts will offer parents options for children in low-performing schools, including extra help to children from low-income.

The No Child Left Behind Act lays out an action plan and timetable for steps to be taken when a school fails to improve, as follows:

A school that has not made adequate yearly progress, as defined by the state, for two consecutive school years will be identified by the district before the beginning of the next school year as needing improvement. School officials will develop a two-year plan to turn around the school. The local education agency will ensure that the school receives needed technical assistance as it develops and implements its improvement plan. Students must be offered the option of transferring to another public school in the district—which may include a public charter school—that has not been identified as needing school improvement.

If the school does not make adequate yearly progress for three years, the school remains in school improvement status, and the district must continue to offer public school choice to all students. In addition, students from low-income families are eligible to receive supplemental educational services, such as tutoring or remedial classes, from a state-approved provider.

If the school fails to make adequate progress for four years, the district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice and supplemental educational services for low-income students.

If a school fails to make adequate yearly progress for a fifth year, the school district must initiate plans for restructuring the school. This may include reopening the school as a charter school, replacing all or most of the school staff or turning over school operations either to the state or to a private company with a demonstrated record of effectiveness.

In addition, the law requires states to identify for improvement those local education agencies that fail to make adequate yearly progress for two consecutive years or longer and to institute corrective actions.

### **School Choice**

Children are eligible for school choice when the Title I school they attend has not made adequate yearly progress in improving student achievement as defined by the state for two consecutive years or longer and is therefore identified as needing improvement. Any child attending such a school must be offered the option of transferring to a public school in the district, including a public charter school, not identified for school improvements.

### **Supplemental Educational Services**

Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services. Supplemental educational services include tutoring and after-school services. They may be offered through public or private sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies and faith-based organizations.

## **HIGHLY QUALIFIED STAFF**

Occasionally, the school district must hire a teacher who does not possess a proper certificate for the subject being taught. In such a situation, an emergency certificate is requested for the teacher. If the teacher uses the emergency certificate for four consecutive weeks in the same subject area, the district is required to send written notes to the parents of the students in those classes.

### Request for qualifications for classroom teacher or paraprofessional

No Child Left Behind requires our district to hire only highly qualified teachers and to notify the parents of all students they may request information about the professional qualifications of any teacher providing instruction to their child. Our district will respond in a timely manner to parents' request for such information. The information to be released consists of:

- Whether the teacher has met state qualifications for the grade levels and subjects taught.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduation certification or degree held by the teacher.
- Whether the student is provided services by paraprofessionals and, if so their qualifications.

All paraprofessionals providing instructional support in a program supported by Title I funds shall have a secondary school diploma or a recognized equivalent and one (1) of the following:

- Completed at least two (2) years of study at an institution of higher learning
- Obtained an Associate's or higher degree
- Met a rigorous standard of quality through a state or local assessment.

Title I paraprofessionals who solely coordinate parental involvement activities or act as translators are exempt from the above qualifications.

The principal of a school providing Title I programs to students shall annually attest that paraprofessionals providing instructional support in such programs meet the qualifications required by federal law and regulations. The written certification shall be maintained in the district office and the school office and shall be available to the public, upon request.

## **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Parochial and private schools at the elementary school levels do not generally receive such funding and, therefore, are not subject to FERPA. The statute is found at 20 U.S.C. s 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford parents; access to their children's education records; an opportunity to seek to have the records amended-some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records. If you have any questions, contact your building principal.

## **HEALTH INSURANCE PORTABILITY AND PRIVACY ACT (HIPAA)**

We are required by applicable federal and state law to maintain the privacy of students' health information. In most cases, this requirement arises from the Family Educational Rights and Privacy Act ("FERPA"). A separate notice required by FERPA is provided annually in the Student Handbook. However, in certain circumstances, another federal law also applies to students' health information. This other federal law is called the Health Insurance Portability and Accountability Act ("HIPAA"). HIPAA requires us to provide this Notice describing our privacy practices, our legal duties, and students' rights concerning their health information. We must follow the privacy practices described in this Notice while it is in effect as those practices relate to the types of students' health information protected by HIPAA ("Protected Health Information" or "PHI"). Although this Notice is written from the perspective of a student's health information, most decisions concerning PHI will be made by the student's parent or guardian. This Notice takes effect on the effective date indicated below.

We reserve the right to change our privacy practices and the terms of this Notice at any time, provided such changes are permitted by applicable law. We reserve the right to make the changes in our privacy practices and the new terms of our Notice effective for all PHI that we maintain, including PHI we created or received before we made the changes. Before we make a significant change in our privacy practices, we will change this Notice and make the new Notice available upon request.

Students, parents, and legal guardians of students may request a copy of our Notice at any time. For more information about our privacy practices, or for additional copies of this Notice, please contact the Office of Student Services.

## **TOBACCO USE**

The Titusville Area School District recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools. Tobacco use is prohibited at any school sponsored activity, in a school building and on any property, buses, vans, and vehicles that are owned, leased or controlled by the school district.

## **INTEGRATED PEST MANAGEMENT**

Integrated Pest Management is the coordinated use of pest and environmental information to design and implement pest control methods that are economically, environmentally and socially sound. IPM promotes prevention over remediation and advocates integration of at least two (2) or more strategies to achieve long-term solutions. IPM is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

If an infestation occurs we will use any mechanical means available to remove the pest. Lastly, we will employ the use of chemical pesticides which will only be applied by a certified applicator and only after proper notification has been accomplished as described in the plan. The IPM Plan is on file at the Titusville Area School District Administration Office located as 221 N. Washington Street, Titusville, PA.

## **ASBESTOS HAZARD EMERGENCY RESPONSE**

In 1986, Congress passes the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and related according to condition and potential hazard. Every three years, Titusville Area School District has conducted a reinspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last inspection, all materials listed in the Management Plan as asbestos containing were inspected and found to be in good condition. Questions regarding the Management Plan may be directed to the Director of Building and Grounds.

# **CURRICULUM AND INSTRUCTION**

## **ACADEMIC STANDARDS**

The State Board of Education passed Chapter 4 of the Pennsylvania Code with purpose of establishing rigorous standards and assessments to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.

Chapter 4 defines the purpose of public education; delineates academic standards; defines requirements for strategic planning; provides requirements for instruction at primary, intermediate, middle and high school levels as well as for vocational and special education; delineates graduation requirements; establishes certificates of proficiency; and describes profiles for school performance.

Our curriculum, a series of planned instruction, is aligned with the academic standards in each subject so that it is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students.

## **DEVELOPMENTAL EDUCATION PROGRAMS**

The Titusville Area School District has adopted an educational program structure that addresses the learning needs of children based upon their stage of growth and development. There are five program levels, Early Childhood (Pre-K through K), Primary Education (Grades 1-2), Intermediate Education (Grades 3-5), Middle School (Grades 6-8) and High School (Grades 9-12). For more information, contact your building principal or visit our website at [www.gorockets.org](http://www.gorockets.org). If you are viewing this document online, click on the program title to be directed to the program description.

## **TITLE I PROGRAM**

### **Purpose**

The Titusville Area School District recognizes the need to provide Title I parents with assistance in understanding National Educational Goals, State content standards and student performance standards, state and local assessments, how to monitor a child's progress, work with educators and participate in decisions relating to the education of their children.

### **Guidelines**

The school district will maintain building and district-wide parent advisory committees. The involvement of these committees will include parental input in the areas of planning, review and improvement of the district's Title I program.

Title I Funds will be used to:

- Help parents become full partners in their child's education by providing materials and training to work with their children.
- Educate the entire school staff on how to work with parents of Title I students.
- Coordinate and integrate district and building parental involvement programs.
- Develop roles for community-based organizations (i.e. literacy council, head start, even start, SPOC).
- Ensure that information is sent home regarding educational progress.
- Provide annual informational meetings for parents of Title I students.
- Conduct an annual evaluation of parental involvement.
- Provide school-parent compacts that outline shared responsibility for improved student achievements.

### **Parent Involvement Policy**

## **Authority**

Section 1118 of Title I of ESEA 1994 referring to parental involvement maintains that in order to receive funds, activities by schools to increase parental involvement are vital to the Title I program. These activities and procedures must be planned and implemented on a continuing basis.

The Titusville Area School District is committed to and supports the mission of providing educational opportunities that enhance the quality of life. We believe that every person is important and has the right to a quality of life. We believe that every person is important and has the right to a quality education and recognize that the educational process is a shared responsibility of the entire community (parents, families, school staff and communities).

We define parental involvement as an ongoing process that will optimize parents' opportunities to assist in their child's education and enhance communication between the home and school.

To this end, we have incorporated into our strategic plan the development of a comprehensive partnership plan to promote parental involvement and community utilization. The plan is unique to each of the educational levels (i.e. early childhood, elementary, secondary) and provides a framework for ideas that support parental involvement. Implementation of the plan is a shared responsibility among all involved in the educational process and volunteers who reflect a genuine interest in school involvement.

## **CURRICULUM REVIEW BY PARENTS**

Parents/guardians have an opportunity to review instructional materials and have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques.

Upon request by a qualifying parent or qualifying student under this policy, the school district will make available existing information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques. Parents/guardians have the right to have their children excused from specific instruction that conflicts with their religious beliefs.

See TASD Board Policy 105.2 for detailed information.

## **GRADUATION REQUIREMENTS**

Chapter 4 of the Pennsylvania School Code defines minimal requirements for graduation. Requirements shall include: course completion and grades, completion of a graduation project and results of local assessments aligned with the academic standards. The Pennsylvania Department of Education requires that all high school graduates demonstrate proficiency in the academic areas of Algebra I, Biology, and English Literature.

Thus, the Titusville Area School District Board of Education has outlined the graduation requirements as follows:

1. Students must earn the required number of credits for graduation as outlined in the high school course description booklet for their class. (25.00 credits; vo-tech students 24.00 credits)
2. Students must complete and earn a passing mark on their graduation project.

And fulfill one of the following two options:

1. Earn proficient or advanced scores on the Keystone Exam in Algebra I, Biology, and English Literature given after course completion or on a retest. (Subject to change dependent upon PDE regulation).
2. Or participate in a Proficiency Program that will provide remedial instruction to assist the student in obtaining a passing proficiency level in Algebra I, Biology, and English Literature. (Fall semester senior year)

Those seniors who can complete their education requirements during summer school can participate in graduation exercises with their classmates. It is the student's responsibility to check as he schedules and passes courses to be sure that these requirements are being met.

## **HOMEBOUND EDUCATION PROGRAM**

### **Introduction:**

The Titusville Area School District has provided limited instructional support to students who have been diagnosed with illnesses or suffered injuries that prevent them from attending school regularly. The intent of this document to clearly define the school district's policy toward providing homebound instructional support, procedures for requesting homebound instructional support and guidelines that are to be followed by the parents, students, faculty and homebound instructor.

### **Interpretation of the State Law:**

Our homebound program is authorized by the Pennsylvania State Board of Education under the following sections under Chapter 11, of the Pennsylvania School Code.

22 Pa. Code Chapter 11 Annex A January 21, 2004 (#006-279) Page 14

11.25. Temporary excusals due to illness or other urgent reasons.

(a) A principal or teacher may, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, excuse a student for nonattendance during a temporary period, but the term "urgent reasons" shall be strictly construed and does not permit irregular attendance. A school district shall adopt rules and procedures governing temporary excusals that may be granted by principals and teachers under this section. Temporary excusals shall not exceed three months.

(b) A School District, Area Vocational Technical School, Charter or Independent School may provide students temporarily excused under this section with homebound instruction for a period not to exceed three months.

A School District, Area Vocational Technical School, Charter or Independent School, may request approval from the Department of Education to extend the provision of homebound instruction, which shall be reevaluated every three months.

When a student receives homebound instruction, the student may be counted for attendance purposes as if in school. A school district shall be reimbursed for homebound instruction provided to a student under section 2510.1 of the Public School Code of 1949 (24 P.S. § 25-2510.1).

(c) A school district shall adopt policies that describe the instructional services that are available to students who have been excused under this section. The policies shall include statements that define the responsibilities of both the district and the student with regard to these instructional services.

## **DISTRICT ASSESSMENT**

### **DISTRICT ASSESSMENT POLICY**

The Titusville Area School District believes that the primary purpose of assessment is to provide information in order to improve instruction. The district has developed its assessment program that follows the principles set by the National Center for Fair and Open Testing. Those principles are as follows:

Assessment systems are fair to all students in order not to limit students' present education and future opportunities.

Assessment results are a means to reflect a student's knowledge, understanding and achievement.

Assessments are designed to minimize the impact of biases on the student's performance, including: biases of persons developing or conducting the assessment, evaluating the performance, or interpreting

or using the results; biases caused by basing assessments on the perspectives or experiences of one particular group; and biased format or content, including offensive language or stereotypes.

Educators and assessment and content experts construct assessment systems that support learning by all students in a diverse population with variety of learning styles.

Assessment systems allow for multiple methods to assess students' progress toward meeting learning goals and for multiple but equivalent ways for students to express knowledge and understanding.

Assessment systems require the participation of every student.

### **Assessment of the Educational Program**

The Board directs the Superintendent or designee to develop and implement a Strategic Plan for the continuing qualitative assessment of the progress of the educational program toward the goals established by the Board and state regulations. To this end, he shall recommend such assessments and methods as may be indicated by generally accepted professional practice and best professional judgment.

The Board reserves the right to review local assessment measures and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents.

The Board shall also grant parents the right to have their student excused from state assessments upon receipt, by the school district, of a written request from the parents.

The results of any assessment may be released by the Superintendent or designee using district wide data, or by principals employing school data, but such data may not be traceable to individuals.

The district shall submit to the Department of Education for approval the district assessment plan as a component of its strategic plan and provide all data required, including data from the district assessment plan. Such data shall not include the student's name, identification number or any individually identifiable information and shall be provided when the Secretary of Education requires it.

The Secretary of Education may develop tests or other assessment devices or contract for the development of one or more portions of the assessment devices and for related services necessary for the conduct of the assessment program.

Parents may obtain an explanation of the assessment results from qualified school personnel.

## **PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)**

(Subject to change dependent upon PDE regulation)

The PSSA is continually being evaluated and refined. The state assessments are conducted in the English language in the following areas:

<u>Subject</u>	<u>Grade</u>
Reading	3 - 8
Writing	5, 8
Mathematics	3 - 8
Science	4, 8

All school districts are mandated by law to participate in the reading, mathematics, science, and writing assessment each year. As part of each assessment in reading, writing, mathematics and science, students are asked to respond to multiple-choice questions. They are also asked to respond in writing to items about reading passages and to explain in writing how they determined the answers to mathematical problems. Such performance assessment items focus on students' understanding and problem solving skills. The writing assessment requires students to respond to topics in different types of writing; narrative, persuasive, or informational.

These different assessment tools serve to measure performance and help districts to develop curriculum or plan academic programs. Student assessment results for the PSSA are reported based on four performance levels. The four levels of performance are: advanced, proficient, basic and below basic.

## **KEYSTONE EXAMS – HIGH SCHOOL**

The Keystone Exams are end-of-course assessments designed to assess proficiency in various subjects. The following Keystone Exams are required: Algebra I, Literature and Biology. Keystone Exams will be administered upon completion of the course or on a retest.

The Keystone Exams are one component of Pennsylvania's proposed system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

# **STUDENT ATTENDANCE**

## **Tentative School Calendar**

**2013-2014**

Professional Days .....	Wednesday - Thursday, August 21-22, 2013
First Day for Students.....	Tuesday, August 27, 2013
Labor Day.....	Monday, September 2, 2013
Professional Day .....	Friday, October 4, 2013
Act 80 Days.....	Thursday, November 7 PM, Friday, November 8, 2013
Thanksgiving Vacation .....	Thursday - Monday November 21 – November 25, 2013
Christmas Vacation .....	Monday-Tuesday December 23, 2013 – January 1, 2014
Martin Luther King, Jr. Day .....	Monday, January 20, 2014
Professional Day .....	Friday, February 14, 2014
President's Day .....	Monday, February 17, 2014
Act 80 Day.....	Thursday, March 13, 2014
Vacation Day.....	Friday, March 14, 2014
Easter Vacation.....	Thursday - Tuesday April 17 – April 22, 2014
Professional Day .....	Friday, May 2, 2014
Memorial Day.....	Monday, May 26, 2014
Last Day for Students.....	Thursday, June 5, 2014
Professional Day .....	Friday, June 6, 2014

## **ENROLLMENT REQUIREMENTS**

Children may enroll in the K-4 program if they are 4 years of age by August 1 or the K-5 program if they are 5 years of age by August 1. All children must be enrolled in first grade prior to 8 years of age.

Prior to enrolling, every child must be immunized. PA state law requires the following immunizations upon entering first grade:

<b>K- 4 Students:</b>	<b>K- 5 Students through 12<sup>th</sup> grade:</b>	<b>7<sup>th</sup> grade students also need:</b>
- 3 DPT	- 4 DTP (Last one after 4 <sup>th</sup> birthday)	-1 Tdap
- 3 Polio	- 3 Polio	-1 MCV (meningitis)
- 1 MMR	- 2 MMR	
- 3 Hepatitis B	- 3 Hepatitis B	
- 1 Varicella (Chicken Pox)	-2 Varicella (Chicken Pox)	

Upon enrollment, a cumulative informational folder is compiled for each child. This file is confidential and may be used to help professionals plan the best educational programs and experiences.

In order to remain in compliance with audit procedures we are required to have on file documents for Proofs of Residency which may include a copy of a Lease Agreement, Settlement Papers or Deed to Property or three (3) bills that come to the home with your name and address imprinted. Upon enrollment, a cumulative, informational folder is compiled for each child. This file is confidential and may be used to help professionals plan the best educational programs and experiences.

## **ABSENCE FROM SCHOOL**

The Federal No Child Left Behind Act (NCLB) requires that all schools improve toward a 90% attendance rate. If schools do not show steady improvement toward 90% attendance the school will be placed on a warning list after one year and will then be placed in a school improvement program after two consecutive years. Regular attendance and promptness are vital to student success. Frequent absences result in poor achievement, even if a student is conscientious about making up work. There is no way to make up a class lecture or class discussion and interactions with the teacher and classmates.

All students may be legally absent from school due to sickness or for "urgent reasons" such as when the bus cannot run on their particular road, quarantine, or death in the family. Most absences for other reasons are unexcused and classified as parental neglect. Hunting has been and will continue to be an unexcused absence. An absence becomes an excused absence only when the proper school officials classify it as such. Any unexcused absence may be subject to discipline.

The office will collect class assignments upon request to send home after a student has missed three or more days. Upon their return, students are responsible to check with all their teachers to receive any other missing class assignments, even if the office sent home assignments.

In accordance with the attendance regulations, periodic absentee letters are mailed home to keep parent/guardians informed as to a student's attendance. These informational letters are mailed on the 6<sup>th</sup> and 10<sup>th</sup> days of absence from school, each letter more direct as to the legal ramifications that may be imposed.

## **EARLY DISMISSAL FROM SCHOOL**

In cases when a student is required to be excused from school for a doctor's appointment, funeral, dentist, the following procedures must be followed: (Forms for early dismissal are available in your respective office). Each student must:

Present the written excuse, with reason and telephone number of the office where the appointment is to be held, to his homeroom teacher so that the appointment is registered on the daily bulletin.

Present the excuse to his classroom teacher at the time of leaving and sign out in the office.

Pick up a validation form from the doctor or dentist office to verify the appointment and return it to the school office when they return to school. School officials may check the validation of the appointment at any given time.

Hair appointments, shopping, work, babysitting; driver's license testing and any other unapproved personal business will be recorded as illegal absences.

Excuses stating "personal or personal reasons" WILL NOT be accepted.

## **EXCUSES AND TARDINESS**

1. After an absence a student, regardless of age, must present upon his return to school a written excuse signed by his parent or guardian to his/her homeroom teacher during homeroom period. (Special forms are provided to each student.)

2. The excuse must clearly explain why and when the absence occurred. General statements that do not give a valid reason for absence (i.e., personal reasons, or out of town) are not acceptable and will be recorded as unexcused absences.
3. All student absences are considered to be unverified (UNV) until a valid written excuse is submitted to the attendance secretary within three days after returning to school. If the excuse is not submitted within that time the absence will be recorded as illegal. If the student is under the age of 17, steps will be taken to file truancy. Students missing more than three consecutive days will have the same number of days, not to exceed ten days, to make up the work missed during the absence. For example: seven consecutive days of absence would permit the student seven days to make up work.
4. The school is required by law to bring legal action, including notification of the Children and Youth Agency; against the parent/guardian and the student if there is not regular attendance. (Any student under the age of 17)
5. Any student with a consecutive absence of five days or more will be required to present a doctor's excuse for that absence. A doctor's excuse will be required for any absences over 10 days.
6. Once an unlawful absence has been recorded, the district truancy elimination plan will be implemented. The building principal may be contacted regarding the truancy elimination plan.

### **LATE TO SCHOOL/CLASSES (SECONDARY)**

1. Any student who arrives at his first period after the morning tardy bell or comes to school during or after the first period until 9:30 a.m. will be considered tardy.
2. If a bus arrives after the morning tardy bell all students on that bus must sign in at their respective offices upon arrival. The student will not be considered tardy to school.
3. Any student arriving to class after the bell rings will be considered late for class. Students accumulating tardies within each quarter will be subject to assigned consequences according to school policy as designated by the building principal.
4. A student arriving to school after 9:30 am or leaving prior to 1:30 pm, will be considered absent from school for 1/2 day. If the student does not have a valid written excuse, the absence will be unexcused and will accumulate toward truancy charges.
5. If a student arrives to school after 12:45 p.m. the student will be considered absent a full day. If the student arrives to school without a valid written excuse, the absence will be unexcused and will accumulate toward truancy charges.

### **STUDENT TRIPS AND/OR VACATIONS**

1. Any student wishing to go on vacation, attend an educational or religious experience, or make a college visitation with his parents must go to the office and pick up a trip form. This form should be filled out by the parents and returned to the office at least (3) days in advance of the trip for approval. Both parents and students alike should be aware that any trip/vacation beyond (5) days will be recorded as illegal/unexcused absences. Trips will be approved at the discretion of the principal dependent on grades and attendance. Trips that take the student past (10) days total absences for the year will not be approved.
2. Parents must fill out a trip form for each child in their respective school building in the district.
3. Prior to the trip, it is the student's responsibility to make arrangements for make-up work to be completed within the specified period of time given for absences.
4. If a student leaves on a trip and misses a final exam, and fails to make it up by the end of the semester, the grade will automatically become a zero. The final exam grade will be included when calculating the final grade for the course.

# STUDENT SERVICES

The Student Services Department coordinates several auxiliary programs and support services for students K-12. This department is responsible for overseeing the student database management system, which includes tracking attendance, grade reporting, course history, transcripts and discipline. Support programs such as school health program, school guidance, standardized testing and assessment, service learning, school lunch, school safety and security, student assistance, mental health counseling, drug-free schools, child accounting and district technology programs are all supervised and directed through this department.

## CAFETERIA SERVICES PROGRAM

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. Any person who believes he or she has been discriminated against in any USDA related program should write to: Secretary of Agriculture, Washington, DC.

### National School Lunch Program

Numerous scientific studies have suggested a strong link between child nutrition and learning in school. This supports the importance of the availability of school meals programs in improving the educational performance of our children.

Every school day the National School Lunch Program (NSLP) serves nutritious meals to more than 26 million children nationwide. Pennsylvania served more than 169 million school lunches during the 2000-2001 school year. These healthy meals enhance our children's readiness to learn.

### Program Structure

The NSLP is a federal and state reimbursement program for each meal served that meets federal requirements. All NSLP sponsors are required to offer free and reduced-price lunches to eligible children. Reimbursement rates are established annually by the United States Department of Agriculture (USDA). Sponsors are entitled to receive USDA commodities for each lunch they serve. The variety of commodities sponsors may receive depends on product availability and market prices.

### Participation

Any public school, intermediate unit, charter school, area vocational technical or career technology school, public residential child care institution, and tax exempt non-public school or residential child care institution may apply to be an NSLP sponsor.

### Qualifications for free or reduced-price lunches

Children from families with incomes at or below 130% of the poverty level, and children in families receiving Temporary Assistance for Needy Families (TANF) and children in families receiving food stamp benefits are eligible for free lunches. Children in families whose income is between 130% and 185% of the poverty level are eligible for reduced price lunches.

### Meal Requirements

To qualify for reimbursement, NSLP sponsors must meet certain requirements depending upon the menu option they have selected for their school. In the Traditional and Food Based Menu Options, they have specific minimum requirements in four food components that consist of five food items. The components are Breads/Grains, Fruit/Vegetable, Meat/Meat Alternate and Fluid Milk. The serving sizes/amounts vary depending on the age of the students. The NuMenu and Assisted NuMenu Options are based on three menu items: an entrée, side dish and milk.

### **WinSnap Cafeteria Software Program**

Our cafeteria utilizes a school lunch software program that establishes a personal account for each student. Parents and students can make pre-payments into this account for meals. Accounts are accessed through the use of the student's school identification number. Pre-payments are a great way to eliminate the need for students to carry cash while in school. To put money in a child's account, the student takes their money to the cafeteria cashier and/or school office to be deposited in their account. Payments can be made by cash or check. Make checks payable to your child's school cafeteria (i.e. Hydetown School Cafeteria, Titusville Middle School Cafeteria, etc.)

The cafeteria will not cash checks for students. Parents may write checks to purchase a lunch ticket or an individual lunch.

### **Returned Check Policy**

The Titusville Area School District reserves the right to subject all returned checks to a \$20.00 service charge payable by the responsible party/parties.

## **SCHOOL GUIDANCE PROGRAM**

The school counselor plays a major role in developing and implementing an effective guidance program for individual students that involves the cooperation of parents, teachers, administrators, and other specialists. The high school counselor is the key working directly with the student to meet the student's developmental needs to provide a meaningful educational experience. The school counselor will maintain a high level of ethical behavior and will abide by standards as outlined in the American School Counselor Association's Ethical Standards for School Counselors. (Revised 1998) The lists of specific activities are meant to provide the reader with an overview of the types of activities that the counselor may conduct in a school. It is by no means meant to represent a school counselor's entire list of activities in which they may be involved.

### **School Orientation**

The school counselor will provide information to individual students and groups of students to help ease the transition into new school situations. The school counselor will be an active member of the district's transition planning team.

### **Academic Guidance**

The school counselor will assist students with their course selection, determining appropriate placement, monitor the student's progress and assist the classroom teacher with matching various styles of learning to appropriate instruction.

### **Student Evaluation and Support**

The school counselor assists with monitoring student performance and progress and developing a plan when a particular individual is experiencing frustration and academic failure.

### **Attendance Monitoring**

The school counselor will review student attendance patterns. Regular student attendance is encouraged and reinforced. If nonattendance becomes an issue, appropriate intervention and possible referrals are made.

### **Career Development**

Comprehensive career development includes awareness, exploration and planning in order to make appropriate post-secondary plans. Competencies are developed in the areas of self-knowledge, career planning, and educational/vocational development. The school counselor will assist in accomplishing these goals through individual or group counseling and instruction in the use of technology-assisted career exploration and planning.

### **Wellness/Prevention**

The school counselor will initiate and promote programs and activities for all students that develop positive coping skills and support healthy behaviors.

### **Counseling**

Counseling of individuals and groups occurs in a variety of contexts. Examples are personal and social development, educational planning, and coping with specific life situations as they arise.

### **Assessment**

Assessments through interviews, observation, standardized testing and surveys may be used to identify specific strengths and weaknesses and to determine appropriate educational interventions and services.

### **Intervention**

Appropriate intervention services may need to be provided to the student by school staff or by other professionals as arranged by the school team. Student Assistance Teams, or Crisis Intervention Teams are most frequently involved in providing this service for students who are exhibiting signs of depression, chemical abuse, academic difficulties, or other behaviors that are harmful. Also included in this category is the management of crisis situations in the school, including the coordination of community support services in the school in the time of crisis.

### **Placement**

The school counselor will participate as a member of the team that is responsible for placing students in the educational setting that is most appropriate for meeting the students' needs. In addition to regular education schedule changes, this could involve placement in a special education program, Chapter I program, homebound instruction, alternative education, or specialized tutoring services.

### **Community Referral**

The school counselor will make appropriate out-of-school referrals. When the needs of a student extend beyond the available services of the school, referral to community resources is necessary. Community agency support, medical services, or residential services may result from such referrals. School assessment and intervention services are explored before such referrals are made.

### **Case Management**

Services must be coordinated and responsibility assigned for each student. A guidance counselor is assigned the role of case manager for every student receiving services.

### **Consultation**

By virtue of their expertise in human relations, the school counselor may advise in the areas of curriculum development, instructional processes, human growth and development, and other emerging issues.

### **Parent Education**

Promoting student progress requires that parents be well informed about the parental role in student success. The school counselor will conduct parent seminars or clinics on a variety of subjects.

### **Record Maintenance**

An accurate set of school records is kept for all students. The school counselor will monitor, collect, maintain, and disseminate student records as well as protect the confidentiality of the records.

## **CHILD/STUDENT ABUSE**

School employees who in the course of employment come into contact with children shall report or cause a report to be made when they have reasonable cause to suspect, on the basis of medical, professional, or other training and experience, that a child under the care, supervision, guidance or training of district employees is a victim of child abuse, including child abuse by an individual who is not a perpetrator. School employees who suspect child abuse shall immediately notify the school principal. Upon notification, the principal shall report the suspected child abuse.

A school employee shall immediately contact the principal when the school employee has reasonable cause to suspect, on the basis of his/her professional or other training and experience, that a student coming before the school employee in the employee's professional or official capacity is a victim of serious bodily injury or sexual abuse or sexual exploitation by a school employee. If the accused school employee is the principal, the school employee shall immediately report to law enforcement officials.

See TASD Board Policy 806 for more detailed information.

## **PARENT CONFERENCES**

In the elementary schools, the teachers will try, as far as possible, to have a personal conference with the parents of each student in their rooms. Specific dates and times for the conference will be set up about six (6) to nine (9) weeks after school has started. In situations where personal conferences are not possible, written reports of the progress of these beginners will be sent home.

In the secondary schools, the student assistance teams will meet for the purpose of identifying struggling students and those who are not meeting with success in the pursuance of their courses. The duty of this group will be to notify the school counseling department, the students and the parents of the situation in each case. Parental notification can be made by phone or by letter.

See TASD Board Policy 212 for detailed information.

## **PROMOTION AND RETENTION**

It is the policy of the Titusville Area School Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. A student will be promoted when he/she has successfully, in the opinion of his/her teachers, achieved the learning outcomes established for the present level.

At the elementary level, students will progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents, but the final decision will rest with the school authorities.

At the middle level, students will progress annually from grade to grade. Exceptions will be made when students fail courses worth two (2) credits. Such students will be retained.

At the high school level, students will sit in the appropriate homeroom with the following earned credits:

9 <sup>th</sup>	completion of eighth grade
10 <sup>th</sup>	4.5 credits
11 <sup>th</sup>	10.5 credits
12 <sup>th</sup>	16.5 credits

Any failed classes in grades 9-12 must be made up in summer school or in the following years. A student must have achieved a minimum grade of 50% in the course to be eligible for summer school remediation. It is the student's responsibility that all graduation requirements are met.

See TASD Board Policy 215 for detailed information.

## **SCHOOL HEALTH PROGRAM**

Medical services are coordinated by school nurses. Nurses supervise school related health matters, accidents and emergencies. The school nurses monitor immunization and health records and gather emergency information. They schedule and assist with student health exams, dental exams, vision screenings, hearing screenings and body mass index screenings.

A student must have permission from a teacher in order to go to the nurse's office. No student may leave the building or contact a parent due to illness without the nurse or office approval.

Emergency Student Information forms are sent home at the beginning of the school year. Please complete and return your child's emergency form as soon as possible. In the event of an accident or emergency, every attempt is made to notify a parent or a designee, as directed on the emergency information form. Pay particular attention to the Medical Information section. Also, include several available alternative persons who can be contacted when you are not available. Please keep the information updated by notifying the school when changes occur.

As per school policy and procedures, 911 will be called if deemed necessary by school officials. The student will not be readmitted to school until the child is seen by a physician.

Health needs during a field trip can be arranged by completing the field trip medication form. Parents are encouraged to complete this form and conference with the school nurse and/or the building principal prior to the trip.

### **MEDICATIONS**

Students are NOT PERMITTED to self-medicate while in school, with the exception of emergency inhalers and epi-pens. All medications must be dispensed through the nurse's office. Parents are responsible for bringing the medication to the nurse. Medication, which includes all pills, prescription and over-the-counter, is not to be sent to school. This includes aspirin products. Students bringing medication to school is a violation of the Drug and Alcohol Policy. Proper consent forms and / or prescription must accompany any medication (form available on district website). Medications must be in a properly labeled prescription bottle. The label must include the correct student name, correct name of medication, correct dosage of medication, and the correct time medication is to be given. Ask the pharmacist to give you a separate bottle for at school, if the student also must take the medication at home.

Medications will ONLY be given during the designated medication dispensing time. The only exceptions are: asthma, diabetes, severe allergy or emergency medications; which will be given as needed. If medications are required at any other time, the parent is responsible for giving those medications.

Provisions are made for responding to your child's health needs that may include administering common over-the-counter health remedies (Tylenol, Maalox, and cough drops), as indicated on the emergency form. These will be administered only with parent permission and if deemed necessary by the school nurse or designated school personnel. Tylenol will be given for headaches or menstrual cramps. Maalox will be given for stomachaches without vomiting or diarrhea. Cough drops will be given for sore throats or cough. Students are NOT permitted to carry their own supply of these medications.

Fluoride is distributed to elementary students (K4-5<sup>th</sup> grade) on school days October through May with parent permission. If you do not want your child to receive fluoride, please write a note to your school nurse that states your request.

### **Epi-Pen and Asthma Medications**

In order to carry asthma or epi-pen medication, students must complete the following steps every school year; have your physician complete the physician notification form including permission to carry the medication in school, return a signed permission form by the parent to the school nurse and the student must be able to demonstrate to the school nurse proper technique and responsibility for using the medication. For more information you may contact your school nurse.

**Varicella Mandate**

The school nurse is required to report to the Pennsylvania Department of Health any cases of chicken pox and the parent should expect to be contacted by the Pennsylvania Department of Health.

**HEALTH SCREENINGS**

The school nurse or designee will complete the following mandated screenings:

Growth Screening (Height/Weight/BMI)	students attending K4-12 <sup>th</sup> grade
Vision Screening	students attending K4-12 <sup>th</sup> grade
Hearing Screening	students attending K4-3 <sup>rd</sup> , 7 <sup>th</sup> , and 11 <sup>th</sup> grade
Scoliosis Screening (curvature of spine)	students attending 6 <sup>th</sup> & 7 <sup>th</sup> grade

**HEALTH EXAMINATIONS**

In compliance with the School Code, the Board shall require that students of this district submit to health and dental examinations to:

- Protect the school community from the spread of communicable disease.
- Ensure that the student’s participation in health, safety and physical education courses meets his/her individual needs.
- Ensure that the learning potential of each child is not lessened by a remediable physical disability.

Each student shall receive a comprehensive health examination upon original entry, while in sixth grade and in eleventh grade. These examinations will be conducted by the school physician. A private examination conducted at the parents’ request and at their expense will be accepted in lieu of the school examination.

Each student shall receive a comprehensive dental examination upon original entry, while in third grade and in seventh grade. These examinations will be conducted by the school dentist. A private examination conducted at the parents’ request and at their expense will be accepted in lieu of the school examination.

For each student transferring to the schools of this district, the Superintendent or designee shall request an adequate health record from the transferring school.

The individual student records of health examinations shall be maintained as a confidential record subject to statute and the policies of this district.

A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

Where it appears to school health officials or teachers that a student deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed; and a recommendation shall be made that the parent consult a private physician or dentist.

The parent shall be required to report to the school the action taken subsequent to such notification. When the parents or guardians inform the school of financial inability to provide an examination, the school shall advise them of the availability of public assistance. Where no action is taken, the school may conduct further examinations.

Parents and guardians of student who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attend.

## COMMUNICABLE DISEASES/HIV INFECTION

The Titusville Area School District is committed to providing a safe, health environment for its students and employees. The purpose of the district policy shall be to safeguard the health and well-being of students and staff while protecting the rights of the individual. Please refer to board policy 203.1 for more information.

### Head Lice Policy

Unfortunately, head lice are a problem in schools nationwide. Even though head lice are usually not a dangerous medical condition, it can be a very frustrating problem for parents, teachers, administrators, nurses, and others. Head lice affect all aspects of a community and every student is at risk of infestation, therefore parents should continually check their children for head lice. (School-wide head lice checks are performed two times a year in our elementary schools.) In order to decrease the incidence of infestation the school district developed the following policy for head lice control.

When head louse is detected at school, the described policy will be followed:

#### INITIAL INFESTATION

LEVEL ONE - a live louse is found in the student's hair

SCHOOL ACTION - the student(s) will be sent home or, if no parent can be contacted, isolated until person or persons can be reached.

PARENT RESPONSIBILITY - treat the student's hair and remove ALL nits from the student's hair. Also, treat siblings and clean the house and household items to rid the home of possible host and lice. The student may not return earlier than the following day.

IMPORTANT: After being treated, the parent must bring the student to school and remain while the student's hair is checked. At this time it will be determined as to whether the student remains in school. Parents who choose to ignore the process of bringing their child to school to be checked will be reported to Children & Youth Services for neglect.

#### RE-INFESTATION

LEVEL TWO - a live louse is present or numerous nits are found in the student(s) hair

SCHOOL ACTION - same as level one

PARENT RESPONSIBILITY - same as level one

NOTE: In levels 1 and 2, when the parent brings the student to school, the school nurse or building administrator on a case-by-case basis may determine re-entry accordingly. At this level, students will be subject to frequent head checks throughout the year.

LEVEL THREE - a live louse or lice are found in the student(s) hair, or numerous re-occurring nits are present.

Those student(s)/ families that reach level three in successive school years will, from that time forth, begin at level 3 and are considered a chronic lice case and will be checked frequently.

SCHOOL ACTION - same as levels 1 and 2 and an exclusion letter will be sent home with the student(s)

PARENT RESPONSIBILITY - same as levels 1 and 2 plus the student(s) must be nit free.

From this time forth, all level 3 students must be nit free in order to re-enter. (No Exceptions) At this level each student involved will be subject to either weekly or bi-monthly head checks throughout the year.

#### LICE/SCHOOL ATTENDANCE PROCEDURE

Each infestation or re-infestation is permitted a three-day legal excuse. Each time a student is sent home because of live infestation, the student may need to be absent while proper action to eliminate lice/nits has been carried out. In this case, a student may be lawfully absent for three days. Any additional absences beyond three days, without a doctor's order, will be considered unlawful.

On the fourth day of re-entry, if the student(s) hair remains infested then the three-day legal period has been consumed and unlawful absences will begin to be recorded. Section 1354 of the Pennsylvania School Attendance Law states that following three days of unlawful absences, the parent(s) will be notified and possible fine or arrest or both may occur.

Numerous unlawful absences due to lice will require notification of the Children & Youth Services.

### **Children's Health Insurance Program**

The Children's Health Insurance Program (CHIP) provides insurance to families whose income is above Medical Assistance limits, but cannot afford to purchase insurance privately. CHIP covers routine checkups, immunizations, hospitalization, dental exams, eye exams and eyeglasses, prescriptions, hearing services, and other health services. Call the Healthy Kids Network, 1-800-986-KIDS, to find out if your family qualifies for CHIP or contact your school nurse.

## **STUDENT WELLNESS POLICY**

Titusville Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The School Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The Coordinated School Health Council shall serve as an advisory committee regarding student health issues. The Council may examine related research, assess student needs and current school environment, raise awareness about student health issues, and collaborate with appropriate community agencies and organizations.

See TASD Board Policy 246 for detailed information.

## **SAFE AND DRUG-FREE SCHOOLS PROGRAM**

The objective of this comprehensive program is to provide opportunities for all to be involved in positive and responsible ways to bring about a safe and drug-free community. The Local or Consortium Advisory Council can serve many different roles of which several, but not all, are listed below:

- Design a coordinated and comprehensive violence, tobacco, alcohol, and other drugs prevention strategy;
- Assess the school and community's risk and protective factors, needs, and resources;
- Develop performance measures(objectives), performance indicators (outcomes), science- or researched-based programs, and activities;

- Provide program continuity and consistency over time;
- Create linkages and involvement with the community through representation;
- Promote a shared vision with the home, school, and community;
- Provide feedback and periodic evaluation of activities for the school's violence, tobacco, alcohol, and other drug use prevention program(s);
- Enhance school prevention programs with community support; and
- Provide the school with a different perspective on prevention programs and performance measures.

### **Student Assistance Program**

The purpose of the academic support team is to identify students who are having problems (academic or other), evaluate the cause of these problems, and help the student get whatever help he/she may need. The team is composed of several teachers and support staff who are concerned about the well-being and academic achievements of students. Parents or teachers may refer their child to the team if they feel there is an academic problem or other concern. Parents may then be contacted to discuss their child's difficulty and possible solutions. The District currently operates a student assistance program K4-12.

### **Stand Tall Program**

STAND TALL is a school-based organization that develops a positive peer pressure group in the schools. The members of STAND TALL vow to abstain from the use of drugs and alcohol and volunteer to be randomly drug tested to prove it.

Students who are members of the STAND TALL organization also participate in cross-age teaching opportunities. They make anti-drug and alcohol presentations to our elementary school children through programs such as On Applebee Pond and TATU. They also participate in leadership conferences and workshops and sponsor special events and assemblies. They work cooperatively with county drug and alcohol agencies to build effective prevention programs.

### **Peer Helper/Peer Mediation Programs**

The Peer Helper/Peer Mediation program is an effective method for students to deal with conflict. Peer helping is a training experience where young people learn to help fellow students solve problems, demonstrate positive social skills, and serve as a role model in a social situation. The goal is improved peer relationships where students choose cooperation rather than conflict and communication rather than combat.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

This policy sets forth guidelines by which student rights are to be determined consistent with law.

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of student of the district. At the same time, no student shall be deprived equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of this district.

No student shall be required, as a part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political or religious affiliations.
2. Mental and psychological problems potentially embarrassing to the student or his/her family.
3. Sexual behavior and attitudes.
4. Illegal, antisocial, self-incriminating and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.

6. Legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers.
7. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

## **STUDENT EXPRESSION/DISTRIBUTION AND POSTING OF MATERIALS**

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. Titusville Area School District respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The school board also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

Students have the right to express themselves unless such expression is likely to or does materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights.

The school board reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

1. Libel of any specific person or persons.
2. Advocating the use or advertising the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students.
3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.
4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, Board policy or district rules or regulations.
5. Are likely to do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.
6. Violating written school district administrative regulations or procedures on time, place and manner for posting and distribution of otherwise protected expression.

See TASD Board Policy 220 for more detailed information.

## **MIGRANT STUDENTS**

Titusville Area School District has established a program to address the needs and provide appropriate services to migrant students attending district schools.

The district program for migrant students includes procedures to:

- Identify migrant students and assess their educational and related health and social needs.
- Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.
- Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
- Provide parents an opportunity for meaningful participation in the program.
- Provide advocacy and outreach programs for migrant students and their families.
- Provide professional development for district staff.

The district shall provide materials to parents regarding their role in improving the academic achievement of their child.

The Superintendent or designee shall develop procedures to notify and involve parents in the development, implementation and evaluation of the district's program for migrant students.

## **HOMELESS STUDENTS**

The Titusville Area School District recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The school officials shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with the federal and state law and regulations.

Homeless students are defined as individuals lacking a fixed, regular night time residence, which includes the following conditions:

- Sharing the housing of other persons due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional, or domestic violence shelters.
- Abandoned in hospitals.
- Awaiting foster care placement.
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces abandoned buildings, substandard housing, transportation stations or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run away children.
- Abandoned or forced out of homes by parents or caretakers.
- Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

## **HOME SCHOOL EDUCATION**

### **Participation in Regular Classes/Activities**

The Titusville Area School District is committed to providing a quality education for all students. Therefore, home schooling students, as residents of this district, are provided with the opportunity to participate in district classes and/or activities if they choose.

To determine eligibility to participate in district classes and/or activities, home schooling students are required to comply with specific criteria as set forth by the Titusville Area School District. These criteria are referred to as Operating Procedures.

Titusville Area School District reserves the right to accept or deny applications as they deem necessary. Decisions will be based on compliance of the application to requirements, number of participants, impact on program and other considerations that would be specific to the area of application.

## **LIMITED ENGLISH PROFICIENCY PROGRAM**

The Titusville Area School District provides an appropriate planned instructional program for identified students whose dominant language is not English.

The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. The school district provides a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program includes bilingual-bicultural or English as a Second Language instruction. The program meets the three-pronged test of program compliance:

- sound research-based education theory
- sufficient resources and staffed by appropriate prepared personnel
- periodic program evaluation

The district has established procedures for identification of students whose dominant language is not English. The Home Language Survey is completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level is completed to determine the need for English as a Second Language instruction.

Students have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

Communication with parents includes information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

## **STUDENT BEHAVIOR**

Students are subject to the handbook guidelines on their way to and from school, within the Safe and Drug Free School Zones, while at school, at school-sponsored activities and off-campus. Inappropriate or dangerous behavior en-route to school, during school or at school-sponsored activities and off-campus when student expression or conduct materially and substantially disrupts the operations for the school or the administration reasonably anticipates that the expression or conduct is likely to materially or substantially disrupt the operations of the school and that threatens the health, safety and welfare of our students may lead to detention, suspension, and/or loss of attendance/participation privileges at all extra-curricular activities.

## **BUS BEHAVIOR**

When riding the bus to and from school, you are the responsibility of the school district. Students must abide by all posted bus rules and regulations. It is the driver's responsibility to assign seats and demand appropriate behavior for obvious safety reasons. Students are not permitted to eat or drink while on the bus. Any misbehavior will be reported to the principals, and necessary discipline will be assigned. The student may forfeit the privilege of riding the bus with misbehavior. Students will receive consequences for not riding their assigned bus or transfer bus. Please see the district transportation handbook for detailed information.

## **BUS PASSES**

There will be no daily bus passes issued. A bus registration form must be filed if you are riding a bus to and from school (5) days a week from one location to one location. Drop off points may be a different location from the pick-up point, but they must be consistent. If other daily arrangements are needed, it will be the responsibility of the parent(s) to provide them.

## **CLASSROOM CONDUCT**

Throughout every school day you will be constantly supervised by state certified teachers. They are trained for your betterment. You will obey their directions at all times. Opposing or badgering any teacher in any manner that would discredit them will not be tolerated. Complaints will be made privately to the teacher. If you are not satisfied, then see the principal. You will not use class time to voice your complaints.

## **FLAG SALUTE AND PLEDGE OF ALLEGIANCE**

It is the responsibility of every citizen to show proper respect for his country and its flag. Students will be asked to recite the pledge of allegiance at the beginning of each school day and we are required to have a United States flag in each classroom. All students are asked to stand during this period.

## **DUE PROCESS REQUIREMENTS FOR SUSPENSIONS**

For all suspensions not exceeding 3 days the minimum procedural requirements are as follows:

1. The student is informed orally of the reasons for the suspension and is given a chance to respond.
2. The parents or guardians and the superintendent of the district are notified in writing.

For all suspensions exceeding 3 days up to 10 days the minimum requirements are as follows:

1. The student is informed orally of the reasons for the suspension and is given a chance to respond.
2. The parents or guardians and the superintendent of the district are notified in writing.
3. The parents or guardians and the student are notified of the reasons for the suspension in writing.
4. Sufficient notice of the time and place of the informal hearing must be given.
5. There is a right to question any witnesses present at the hearing.
6. There is a right of the student to speak and produce witnesses on his or her own behalf.
7. The district must offer to hold the informal hearing within the first five days of the suspension.

In all suspension cases, the student has the responsibility to make up exams and school work missed due to the suspension and must be permitted the right to complete these assignments under the guidelines set by the district.

## **STUDENT CONFIDENTIALITY AND RECORDS**

### **Annual Notification of Rights**

1. The District shall give parents or eligible students an annual notice to inform them of their rights and procedures to:
  - a) Inspect and review the student's educational records;
  - b) Seek amendment of the student's educational records that the parents or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
  - c) Consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that FERPA authorizes disclosure without consent;
  - d) File with the Department a complaint concerning alleged failures by the District to comply with the requirements of FERPA and this plan.
2. The District shall effectively notify parents and guardians of students identified with disabilities of their requirements.
3. The District shall effectively notify parents who have a primary or home language other than English of their rights.
4. State where copies of the annual notice may be obtained.
5. Titusville Area School District Policy provides authority relevant to student records.
6. Titusville Area School District gathers student data through representational consent as defined in the Pennsylvania regulations.

### **Fees**

The District may charge a reasonable fee for copies of educational records which are made for parents, students, and eligible students under FERPA or statutes and regulations of Pennsylvania, PROVIDED, that the fee does not exceed the expense of duplication, does not effectively prevent the parents and students from exercising their right to inspect and review those records. The school district may not charge a search or retrieval fee but may charge the actual cost of reproduction and postage. Copies may be made only of information relevant to that student.

## Directory Information

Directory Information is information that is not personally identifiable information and is information that would not generally be considered harmful or an invasion of privacy if disclosed. Depending on the circumstances, it could be, but is not limited to, a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of the members of athletic teams, and degrees, honors, awards received, and the most recent educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) require schools to provide parents and eligible students with an opportunity to opt out of disclosing directory information. Disclosure of the student in a special education or a remedial class could be harmful or an invasion of privacy therefore would be a violation of FERPA. Class rosters, class schedules, and social security numbers and other identification numbers may not be discloseable as directory information.

## Military Recruiter Access and Student Recruitment

In accordance with law, the district is permitted to disclose required information about secondary students to representatives of the Armed Forces of the United States. Military recruiters shall have access to secondary students' names, addresses, and telephone numbers, unless the student or parent requests that such information not be released without prior written parental consent. The district shall annually notify parents of their right to request student information not to be released to military recruiters without their written consent.

## Change of Address

When a student and his family move or have new information, such as: phone number, e-mail addresses and any changes to emergency information, it is the student's responsibility to notify the office immediately.

For more information regarding student records and confidentiality, contact the Director of Student Services.

# SPECIAL EDUCATION

The Titusville Area School District provides a full continuum of special education services for exceptional children from pre-school through age 21. These services would include: autism support, support for developmental delays, emotional support, learning support, hearing support, multi-handicap support, gifted support, life skills support, vision support, speech and language support and physical support. The district realizes its responsibility to provide each exceptional child with a free appropriate public education (FAPE) to meet his/her unique learning needs in the least restrictive environment possible.

## IDEA/CHILD FIND

Local school districts and the Riverview Intermediate Unit have developed policies in accord with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school aged children, including those with disabilities.

## SPECIAL EDUCATION PROGRAMS

Each school district provides appropriate special education programs and related services, and early intervention programs that are:

- a. Provided at no cost to parents
- b. Provided under the authority of a school entity, directly, by referral or by contract
- c. Individualized to meet the educational or early intervention needs of the child
- d. Reasonably calculated to yield meaningful educational or early education benefits and progress

- e. Designed to conform to an Individual Education Program (IEP)

Special education is designed to meet the needs of each student with a disability, including “specifically designed instruction” conducted in the classroom, home community settings, hospitals, institutions or other settings. Instruction also is provided in skill areas, such as physical education, speech and vocational education.

Early Intervention programs are “appropriate programs of educational development, specially designed to meet the needs of eligible young children and address the strengths and needs of the family.” Programs are provided to children with needs in any of the following developmental areas: physical, sensory, cognitive, language and speech, social/emotional, fine/gross motor and self-help. Related services available to students include transportation, developmental and other supportive services that help a student benefit from special education. Examples include: speech pathology and audio logy, psychological services, physical and occupational therapy, social work services, school health services, early identification and assessment, medical services for diagnosis or evaluation, parent counseling and education, rehabilitation counseling services and assistive technology services.

### **Children Served in Special Education Programs**

Special education services are available to children who;

1. Have one or more of the following physical or mental disabilities:
  - a. autism
  - b. emotional disturbance
  - c. deafness
  - d. deaf-blindness
  - e. hearing impairment
  - f. specific learning disability
  - g. mental retardation
  - h. multiple disabilities
  - i. other health impairment
  - j. orthopedic impairment
  - k. speech/language impairment
  - l. visual impairment
  - m. traumatic brain injury; and
2. Have been determined in a multidisciplinary evaluation to need special education.

Early intervention services are available to children who are at least three years of age, but less than the age for beginning school, and who have a 25% delay in one or more of the following physical or mental disabilities:

- a. autism/pervasive developmental disorder
- b. serious emotional disturbance
- c. neurological impairment
- d. deafness/hearing impairment
- e. specific learning disability
- f. mental retardation
- g. multiple disabilities
- h. other health impairments
- i. physical disability
- j. speech/language impairment
- k. blindness/visual impairment
- l. traumatic brain injury

### **Referral of Children for Screening and Evaluation**

Local school districts and the Riverview Intermediate Unit have procedures to identify children needing special education. Those procedures are “screening” and “evaluation”. If a disability is suspected, teachers, other personnel or parents may refer a child for screening or evaluation.

Parents suspecting that a child may have a disability and need special education or early intervention services can request a screening or an evaluation by contacting the superintendent's office, special education office or building principal in their local school district. Contact your local school district office, for times and locations of screenings in your area.

### **Screening of Children**

Screening of children, "using immediately available data sources such as health records, cumulative records, enrollment records and report cards, "is conducted for hearing, vision, motor skills and speech and language. Screening may lead to intervention by the Child Study Team (CST), made up of the building principal, regular classroom teacher, support teacher and others as appropriate. The team will communicate with the parents about the child's needs and the instructional support services that will meet those needs.

### **Evaluation of Children**

Before evaluation, parents are told the following information:

- a. Who referred the child for evaluation
- b. Why the child was referred
- c. How to review the child's school records
- d. What procedures and types of evaluation will be used
- e. The schedule for the evaluation process
- f. The rights of the parent regarding consent for evaluation

Evaluations are conducted by a group of qualified professionals to determine such things as the child's learning ability, behavior patterns, physical abilities and communication skills. The team is made up of the parents, a teacher, school administrator and school psychologist. The team may include a special education teacher, supervisor, speech therapist, counselor and other staff as necessary. Methods used in the evaluation include observation, review of records and group and individual testing. Information is gathered from school personnel, child study team, medical personnel and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that determine the disability and develops and Individual Education Program (IEP) for the child.

No evaluation may be conducted without the written parental permission. Parents who do not consent to an evaluation may be asked to attend a conference with the teacher, principal, psychologist and possibly other special education staff.

### **Student Records and Confidentiality**

The Riverview Intermediate Unit and school districts are required by law to keep records of all students receiving special education and early intervention services. These records also include all school-age persons in detention homes, state schools and hospitals and Private Residential Rehabilitative Institutions. Included in these records are:

- a. birth date, address, telephone number and other general information
- b. achievement test results
- c. psychological test results
- d. teacher progress reports
- e. comprehensive evaluation reports; and
- f. routine medical records

As a child is reevaluated every three years, information is added to his or her file. The Riverview Intermediate Unit and school districts have developed policies to ensure that all records are confidential. Only identified school personnel are permitted to see the child's file. One exception allows the disclosure of special education records without consent to official of another school in which a student is enrolled or intends to enroll. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the child's file and challenge the validity of any record or report, or challenge the maintenance of information on file. Records are reviewed periodically by school personnel, and any no longer needed to plan the child's education program are destroyed. However, parents are notified first and permitted to review or copy this information. Federal regulations give both natural parents access to their child's education records unless there is a court order, state statute or legally binding document prohibiting access.

### **More Information about Special Education Programs**

Detailed printed information about special education services and programs and school district policies is available from all school districts upon request. Anyone interested should contact the principal of the child's school, special education office or the school district superintendent's office.

Information and communications are in English, but will be provided in the native language or other mode of communication used by the parents, if appropriate. Questions regarding services for special needs children can be addressed to the following personnel in your local school district: Mrs. Beth Mather, Director of Special Education at 814-827-2715, ext. 3481.

### **Discipline of Exceptional Students**

Discipline of exceptional students in the Titusville Area School District follows existing district policy except where Pennsylvania Special Education Standards and Regulations concerning corporal punishment use of aversive, suspension/expulsion, etc. are in question. In those situations, the Titusville District follows procedures outlined in Section 342.36 and Chapter 14.35 of the State Regulations and Standards. A district Behavior Management Policy that emphasizes positive techniques and parent involvement has been developed and may be accessed upon request.

### **Section 504**

Section 504 is an act that prohibits discrimination against persons with a disability in any program receiving federal assistance. The act defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities (caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working), has record of such impairment, or is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Titusville Area School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the act which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial school officer.

## **EDUCATIONAL TECHNOLOGY SERVICES**

### **NETWORK & INTERNET ACCEPTABLE USE POLICY**

#### **DEFINITIONS**

**Access to the Internet** - A computer shall be considered to have access to the Internet if the computer is connected to a computer network which has access to the Internet. 20 U.S.C. § 6801.

**Child Pornography** - Any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
4. Such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. 18 U.S.C. § 2256.

**Computer** - Includes any hardware, software, or other technology attached or connected to, installed in, or otherwise used in connection with a computer. 20 U.S.C. § 6801.

**District Network** - All components necessary to effect its operation, including, computers, copper and fiber cabling, switches, servers, equipment closets and enclosures, network electronics, telephone lines, printers and other peripherals, storage media, software, and other computers and/or networks to which the District Network may be connected, such as the Internet or those of other institutions.

**Educational Purpose** - Includes use of the network and electronic communications systems for classroom activities, professional or career development, and to support the District's curriculum, policy and mission statement.

**Harmful to Minors** - Any picture, image, graphic image file or other visual depictions that:

1. taken as a whole, with respect to minors, appeals to the prurient interest in nudity, sex, or excretion;
2. depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual content, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals, and
3. taken as a whole lacks serious literary, artistic, political, or scientific value as to minors. 20 U.S.C. § 6801; 47 U.S.C. § 254(h)

**Incidental Personal Use** - Use by an individual employee for occasional personal communications. Personal use must comply with this policy and all other policies, procedures and rules, and may not interfere with the employee's job duties and performance, with the system operations, or with other system Users. Under no circumstances should the employee believe their use is private, the school district reserves the right to monitor access and use of its network.

**Minor** - An individual who has not attained the age of eighteen.

**Obscene** - Analysis of the material meets the following elements:

1. whether the average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. whether the work depicts or describes, in a patently offensive way, sexual conduct specifically designed by the applicable state or federal law to be obscene; and
3. whether the work taken as a whole lacks serious literary, artistic, political, or scientific value. 18 U.S.C. § 1460

**Sexual Act and Sexual Contact** - As defined at 18 U.S.C. § 2246(2), and at 18 U.S.C. § 2246(3).

**Technology Protection Measure(s)** -A specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors. 20 U.S.C. § 6801; 47 U.S.C. § 254; 47 U.S.C. § 254(h).

**User** - Person who has a network account with logon and password or who is an elementary or middle school student who has been granted access to a computer.

**Visual Depictions** - Undeveloped film and videotape and data stored on computer disk or by electronic means which is capable of conversion into a visual image but does not include mere words. 18 U.S.C. § 1460; 18 U.S.C. § 2256.

**Websense** – Titusville Area School District’s chosen Internet Filtering Product.

## **INTERNET MISSION**

Titusville Area School District considers access to its computer systems, including the Internet, to be a powerful and valuable educational and research tool. The school district directs the use of computers and computer-related technology in district classrooms and buildings solely for the purpose of advancing and promoting the educational process.

### **INTENT**

The Board of Education, through the Superintendent of Schools, or his designee, shall establish regulations governing the use and security of the district's computer systems. All Users of the district's computer systems shall comply with this policy and those regulations. Failure to comply may result in suspension of access to the district's computer systems and/or other appropriate penalties.

It is the intent of the district to make Internet access available to further the learning of students in the district. This resource should be used to enhance the curriculum or assist students and staff in meeting their specific educational research needs.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications which are not suitable for school age children. The Titusville Area School District views information gathered from the Internet in the same manner as other reference materials are identified by the schools. Specifically, the district supports resources that will enhance the learning environment with directed guidance from the faculty and staff. However, it is impossible to control all materials on a global network and an industrious user may discover inappropriate information.

At school, student access to and use of the Internet will be under teacher direction and will be monitored as any other classroom activity. The Titusville Area School District, however, cannot prevent the possibility that some users may access material that is not consistent with its educational mission, goals and policies. When using the district's access to the Internet, users are expected to abide by the policies established by the district which include generally accepted rules of Internet etiquette. These include, but are not limited to, the following:

### **ACCEPTABLE USE**

The students' acceptable use of the Internet will include the following:

- using the Internet to research assigned classroom projects
- respecting and upholding copyright laws and other applicable laws or regulations
- respecting the rights and privacy of others by not accessing private files
- following all regulations posted in the computer lab or other rooms where computers are in use
- following the directions of the adult in charge of the computer lab or other rooms where computers are in use

### **UNACCEPTABLE USE**

The students' unacceptable use of the Internet will include the following:

- misrepresenting themselves or others on the internet
- giving out personal information on the internet
- attempting to disable or circumvent the internet filtering system is prohibited
- using the Internet for any illegal purpose
- using impolite or abusive language
- violating the rules of common sense or etiquette
- changing any computer files that do not belong to the user
- using the system for commercial use
- using an account other than their own or misrepresenting their identity
- creating and/or distributing a computer virus over the network or Internet
- using the system to illegally transfer software, otherwise known as pirating
- revealing personal addresses or telephone numbers of students or staff
- using the Internet in such a way that would disrupt the use of the Internet by others
- causing damage deliberately or willfully to computer equipment or data or assisting others in doing the same
- accessing materials that are inconsistent with the school's code of conduct and district's educational goals or showing others how to do the same

### **CONSEQUENCES OF VIOLATION**

Consequences of violations include but are not limited to:

- Suspension or revocation of Internet access;
- Suspension or revocation of computer access;
- Discipline by administration;
- Legal action and prosecution by the authorities.
- Students who have lost network privileges for an extended period of time will have accommodations made that will allow them to complete course requirements.

### **GENERAL GUIDELINES AND PROCEDURES**

1. Each individual seeking issuance by the School District of a User account must submit a signed User Agreement and Waiver Form, as well as a Parent/Guardian Consent and Waiver Form if the User is a student. Signatories to these waiver forms agree to hold the School District harmless for materials acquired or contacts made on the School District's network or on the Internet.
2. Each individual in whose name an access account is issued shall be responsible at all times for its proper use. Each User with an account will be issued a log-in name and password.
3. Users using any of the School District's computers, servers, network, including the Internet, should not expect, nor does the School District guarantee, privacy for Internet activity or any other use of School District's computer network. The School District reserves the right to access and view any and all material stored on its equipment or any material used in conjunction with its network.
4. The District will cooperate fully with the District's Internet Service Provider, local, state, and federal officials in any investigation concerning or relating to any illegal activities conducted through the District system.
5. Guidelines for access to information have already been established in the Library Bill of Rights of 1980. These principles can be applied to the Internet as well. This document states that "attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights; however, school librarians are required to devise collections that are consistent with the philosophy, goals, and objectives of the school district." This means that students have the right

to information, but the school has the right to restrict any information that does not apply to the approved curriculum.

6. Materials on the Internet can be considered part of a vast digital library. Electronic database and information search tools to access the Internet are becoming part of school media centers and libraries, and many public libraries offer some type of Internet access as part of their services. Users should be aware that use of the Internet and/or E-mail is not guaranteed to be private. System operators will have access to all user accounts, including E-mail. Messages relating to or in support of illegal activities will be reported to the proper authorities.
7. Access to the Internet via the Titusville Area School District is a privilege not a right. This privilege may be restricted at any time for use not consistent with the educational goals of the District.

### **WHO'S ON THE INTERNET?**

The global information networks on the Internet are "public places". You must always remember that you are sharing this space with many other users. Millions of individuals may be interacting across the Internet at the same time; your actions can be "seen" by others on the Internet. If you use a particular service on the Internet, it is likely that someone knows the connections that you are making, knows about the computer shareware that you are using, and knows what you looked at while you were in the system. Because these connections are granted to you as part of the larger scope of the curriculum, the Titusville Area School District has the right to monitor what you do on the Internet to make sure that it continues to function properly for all of its users.

## **STUDENT ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

### **SPORTSMANSHIP AND CONDUCT**

The Titusville Area School District Board of Education in partnership with the Pennsylvania Athletic Directors Association (P.S.A.D.A.), the Pennsylvania Interscholastic Athletic Association (P.I.A.A.) and District X recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement. The program fosters the growth of school loyalty within the student body as a whole and stimulates community interest. The game activities and practice sessions provide opportunities to teach the values of competition, sportsmanship, and teamwork. (TASD School Board Policy #123)

We believe:

- That participation in sports is a privilege that should never be taken for granted; and
- That parents should provide a supportive, positive athletic environment where children will be able to enjoy sports' participation and maintain a proper perspective concerning winning; and
- That parents should allow and encourage their children to experience fun in their participation on athletic teams and minimize the pressure on them. The focus should be to learn the lessons' in life and to be a positive team member; and
- That parents should teach their children to model respectful behavior, to handle frustrations and to understand what is best for the team rather than what is the athlete's personal best interest; and
- That athletes should be given the opportunity to participate in a variety of sports so that they can be introduced to multiple skills that are necessary athletic development; and

- That parents should be positive role models especially with regards to good sportsmanship. They need to demonstrate respect to parents, team members, coaches, and officials. Public confrontation will not be tolerated. Parents should refrain from crossing the line from being a supportive to being a negative and adversarial parent. Athletes need to compete without parental coaching from the sidelines; and
- That adults need to separate their ego from the accomplishments of their children. Adults also need to view money and time dedicated on a child's sports experience as an investment in which children demonstrate a positive and admirable effort and not an investment on which they expect a monetary return; and
- That parents should always provide unconditional love and support regardless of the athletic performance of their child. Mistakes made in competition should not result in negative responses from a parent; and
- That parents need to teach their children to embrace their role as a team member and to reinforce the importance of always focusing on the elements that they can control – attitude, effort, and contributions to the team. Children need to honor the game in which they are participating and competing with integrity.

It is very important we as a school community work together to make our athletic programs successful, therefore we must set the following guidelines:

1. Parents/Guardians will not discuss playing time, team strategies, or other team members with the coaches or school administration.
2. Parents/Guardians will not call the coach at his/her residence unless it is to inform the coach of a player being absent from practice as outlined in the team rules.
3. Parents/Guardians will communicate concerns not associated with playing time, team strategies, or other team members to the Athletic Director.
4. Parents/Guardians will not enable their child and they will encourage their child to discuss concerns with the coaching staff.
5. Parents/Guardians will conduct themselves in a sportsmanlike manner at home and away games/contests.
6. Parents/Guardians will respect the team rules adopted by the coaches and will accept all consequences if rules are broken.
7. Parents/Guardians understand their son/daughter must abide by the rules set forth by the Agenda/Student Handbook of the Titusville Senior/Middle Schools, the Extracurricular Code of Conduct, and the rules governing the Pennsylvania Interscholastic Athletic Association.

Parents/guardians must agree to abide by all statements listed above and understand that any violation of these expectations could result in the loss of parent/guardian privileges to attend home athletic contests for the season or some portion of the season.

## **EXTRACURRICULAR CODE OF CONDUCT**

To the Parent/Guardian and Participating Student:

Please read carefully and sign to indicate that you have read and agree to abide by the following Code of Conduct. It is also important that you understand this document in no way alters the disciplinary policies set forth in the Handbook Agenda of the Titusville Middle and High Schools and any rules and regulations that have been established by the coach, director, or advisor of the activity. The Titusville Area School District School Board of Education, through policy and annual review, establishes an Extracurricular Student Code of Conduct and/or Bylaws for those students who participate on district athletic teams, in clubs or activities.

## IN GENERAL:

Representing the Titusville Area Schools in extracurricular activities is a privilege that carries with it responsibilities to the school, to the team/activity, to the student body, and to the community. The student is expected to act in a manner that will reflect favorably on all of the above. Failure to comply with these expectations will result in disciplinary action, suspension or dismissal from the extracurricular activities.

This Code of Conduct outlines some of the violations that can result in disciplinary action. The intent of each disciplinary action is to reinforce the student's responsibility for his/her conduct and how it impacts the school, fellow participants, family, and student.

Throughout this document "School Administrator" means either the superintendent or building principal.

### I. ON-CAMPUS:

A. Possession and/or use, mimic of use, sale, and/or mimic of sale, distribution, and/or intent of distribution of any illegal or controlled mood-altering chemical, medication or drug; abused chemical not approved by the health office; or alcohol is strictly prohibited on school property, at school-sponsored events within the Safe and Drug Free School zone, on school buses, en route to and from school by any mode of travel, and during the entire time that a student is out of town in order to participate in a extracurricular activity.

1. The first violation will result in disciplinary action as outlined in the Handbook Agenda of the Titusville Middle and High Schools. This is to include referral to the Student Assistance Program.
2. The second violation will result in the student being removed from all extracurricular activities for the remainder of the school year.
3. The third violation will result in the student being removed from all extracurricular activities for the remainder of his/her career at the school he/she currently attends.

B. Possession, use, sale or distribution of tobacco products (cigarettes, snuff, cigars, etc.) will lead to the following in accordance with Safe and Drug Free Schools Act.

1. The first violation will result in disciplinary action as outlined in the Handbook Agenda of the Titusville Middle and High Schools. The student must complete the tobacco education packet.
2. The second violation will result in the student being removed from all extracurricular activities for the remainder of the school year.
3. The third violation will result in the student being removed from all extracurricular activities for the remainder of his/her career at the school he/she currently attends.

## II. OFF-CAMPUS:

A. Possession and/or use, mimic of use, sale, and/or mimic of sale, distribution, and/or intent of distribution of any illegal or controlled mood-altering chemical, medication or drug; abused chemical not approved by the health office; or alcohol is strictly prohibited off school property. Off-campus violations will be investigated on a case-by-case basis. The school administrator will have the authority to suspend, dismiss or impose suitable discipline on a student that is involved in off-campus activity.

### 1. First violation

- a) Validity of information will be investigated by building principal.
- b) Incident will be referred to the Extracurricular Disciplinary Council for disciplinary action. Such action may include but is not limited to the following: detention, suspension from school, suspension from participation, reduction of playing/participation time, loss of letter, loss of leadership role, removal from the activity, loss of banquet attendance, and loss of honors/awards associated with activity.

### 2. Second violation

- a) Validity of information will be investigated by building principal.
- b) Incident will be referred to the Extracurricular Disciplinary Council for disciplinary action. Such action may include but is not limited to the following: detention, suspension from school, suspension from participation, reduction in playing time, loss of letter, loss of leadership role, removal from activity, loss of banquet attendance, and loss of honors/awards associated with activity.

- c) In addition to the above a student may be removed from all extracurricular activities for the remainder of the school year.

### 3. Third violation

- a) Validity of information will be investigated by building principal.

b) Incident will be referred to the Extracurricular Disciplinary Council for disciplinary action. Such action may include but is not limited to the following: detention, suspension from school, suspension from participation, reduction in playing time, loss of letter, loss of leadership role, removal from activity, loss of banquet attendance, and loss of honors/awards associated with activity.

c) In addition to the above a student may be removed from all extracurricular activities for the remainder of his/her career at the school he/she currently attends.

B. Students caught in possession of, using, selling or distributing tobacco products (cigarettes, snuff, cigars, etc.) off-campus will be referred to the building principal to determine validity of incident. If the incident has been determined to be valid the student will have to complete the tobacco education packet. This procedure will be used for any subsequent offenses.

### III. SCHOOL ATTENDANCE:

A. A student must be in school by 8:25 a.m. in order to practice or be eligible to participate in an extracurricular activity.

B. A student must be in school on a Friday to participate on a weekend, unless prior permission has been given by the school administrator.

### IV. ACADEMIC ELIGIBILITY:

A. An athlete must abide by all regulations set forth by the Pennsylvania Interscholastic Athletic Association.

B. The School District's policy is a weekly grade check system at which time if a student is failing two or more subjects he/she will be declared ineligible for the following Sunday through Saturday night. A teacher will mark a student ineligible if the student is failing his/her course for the current grading period only.

### V. THEFT:

A. Stealing of any property or failure to return equipment or knowingly being in possession of stolen equipment will result in disciplinary action as outlined in the Handbook Agenda of the Titusville Middle and High Schools.

B. A student who does not return equipment will not be permitted to participate in the next extracurricular activity in which he/she chooses to participate, until such equipment has been returned or compensated.

### VI. VANDALISM:

A. A student who vandalizes school equipment or equipment of another school will be required to make restitution of such equipment.

B. The student will receive disciplinary action as outlined in the Handbook Agenda of the Titusville Middle and High Schools.

## VII. HAZING:

A. Any action or situation, which recklessly or intentionally endangers the mental or physical health or safety of a student, is strictly prohibited. All complaints of possible hazing shall be made immediately to a school administrator. Upon notification, an investigation will be conducted. The Title IX coordinator will be notified, if warranted by the investigation. Consequences will follow in accordance with Title IX regulation in the Handbook Agenda of the Titusville Middle and Senior High Schools.

As outlined in the Pennsylvania School Code of 1949, the School Administrator will have the authority to suspend, dismiss, or impose suitable discipline on a student. The School Administrator reserves the right to convene the Extracurricular Disciplinary Council on a case by case basis in a matter involving a student in an extracurricular activity to determine the discipline to be imposed.

This Code of Conduct begins with the first practice or audition date and ends 24-hours after the last competition or performance.

## **EXTRACURRICULAR ELIGIBILITY**

**Athletic Eligibility:** All student athletes who participate in interscholastic athletics at a school which is a member of the PIAA must adhere to PIAA eligibility rules. If you fail to comply with PIAA rules, you will lose your eligibility to represent your school in interscholastic athletics. If you participate while ineligible, your school and/or team will be penalized. The principal of your school is responsible for certifying the eligibility of all students representing your school in interscholastic athletics. The following are things that impact the eligibility of a student: age, amateur status and awards, attendance, consent of parent/guardian, pre-participation physical examination, transfers, period of time after eighth grade, participation, and grade repetition, outside participation, academic and curricular requirements, all-star contests, national high school/interscholastic championships, and out-of-season participation.

**Athletic & Extra-Curricular Eligibility:** There will be a weekly grade check system at which time if a student is failing two (2) or more subjects he will be declared ineligible for the following Sunday through Saturday night. A teacher will mark a student ineligible if that student is failing their course for the grading period. Eligibility is dependent, also, on the conditions of the signed extracurricular activity contract.

Questions regarding athletic eligibility should be directed to the high school principal's office.

### **NCAA Eligibility Requirements**

All Student-Athletes must register with The NCAA Eligibility Center. A qualified student-athlete can practice, compete and receive an athletic scholarship as a freshman.

Consult a guidance counselor for more information concerning NCAA guidelines or visit the NCAA Eligibility Center website at <http://web1.ncaa.org/eligibilitycenter/common>.

## **PHYSICAL EXAMS FOR ATHLETICS**

A pre-participation physical examination must be performed by an authorized medical examiner in accordance to the procedures set forth by the constitution and by-laws of the PIAA.

Questions regarding athletic physical examinations should be directed to the athletic office.

## **SCHOOL ACTIVITIES/CLUBS**

Our secondary schools sponsor several clubs, sports and activities in which students may participate. Students are encouraged to take full advantage of these opportunities.

## School Activities/Clubs

A variety of sports and activities are made available before, during and after school hours. Students are strongly encouraged to participate in a sport or activity.

### 2013-2014 Interscholastic Sports Programs

#### FALL

Cross Country Boys and Girls: Varsity  
Football: Varsity, JV  
Golf: Varsity, JV  
Soccer: Boys and Girls Varsity, JV  
Volleyball Girls: Varsity, JV

#### SPRING

Baseball Boys: Varsity, JV  
Softball Girls: Varsity, JV  
Tennis: Varsity  
Track and Field Boys and Girls: Varsity

#### WINTER

Basketball Boys: Varsity, JV, Freshmen  
Basketball Girls: Varsity, JV  
Swimming Boys and Girls: Varsity  
Wrestling: Varsity, JV

## CAMPUS SECURITY

The primary responsibility of the Titusville Area School District is the education of its students. Students have the right to a safe, secure and peaceful school environment. Students and staff are protected from harm and supported by a climate conducive to learning. Collaboration between members of the entire school, parents and the community is critical to this prevention effort. The district's Safe School and Crisis Management Plan provides specific details on current practice and procedures that should be followed under certain circumstances regarding school safety and crisis intervention.

### PERSISTENTLY DANGEROUS SCHOOL NOTIFICATION

Under the No Child Left Behind Act, each state must establish standards for identifying “persistently dangerous schools.” In order to develop its policy, the Department assembled a large advisory group consisting of school safety experts, parents/guardians, teachers, school administrators, and representatives of many education interest groups. That advisory group developed proposed standards that were ultimately adopted by the State Board of Education.

The purpose of the standards is to identify those schools that have a record of school safety problems so that the problems will be addressed and corrected to keep students safe. The identification of certain schools as “persistently dangerous” does not change the fact that, for most children, school is one of the safest places for them to be. But it also recognizes that some schools need to take serious steps in order to make their schools safer.

The Department’s standards define a persistently dangerous school as any public elementary, secondary, or charter school that meets any of the following criteria in the most recent school year and in one additional year of the two years prior to the most recent school year:

1. For a school whose enrollment is 250 or less; at least 5 dangerous incidents.
2. For a school whose enrollment is 251 to 1000, a number of dangerous incidents that represents at least 2% of the school’s enrollment; or
3. For a school whose enrollment is over 1000; 20 or more dangerous incidents.

A dangerous incident is defined as a weapons possession incident resulting in arrest (guns, knives, or other weapons) or a violent incident resulting in arrest (homicide, kidnapping, robbery, sexual offenses,

and assaults) as reported on the Violence and Weapons Possession Report (PDE-360), which school districts file each year.

After the Department identifies a school as meeting the definition of persistently dangerous, within 10 days the school district (or other entity) that operates that school must offer each student who attends it the opportunity to transfer to a safe public school within the district, including a charter school. Therefore, if a student attends a school that has been identified as persistently dangerous, the parent/guardian will receive an information letter from the school that;

- (1) Notifies the parent/guardian that the school has been identified as persistently dangerous; and
- (2) Offers the parent/guardian the option to transfer their child to a safe school.

It is important to note that the parent/guardian is not required to transfer their child to another school.

LEA's having one or more schools designated as "persistently dangerous" must notify the parents/guardians of each student attending these particular schools that the schools have been given this designation. LEA's must notify parents/guardians within ten working days from the date that the LEA receives final notice of the "persistently dangerous" designation from the PDE.

In order to transfer the student, the parent/guardian must apply for a transfer using the form supplied by the school. Please note that under the Department's standards, a student who attends a persistently dangerous school may apply to transfer at any time while the school maintains that designation. If there is not another safe school within the district to which students may transfer, the district is encouraged, but not required, to establish an agreement with a neighboring district to accept the transfer of students.

After the parent/guardian files the application for transfer, the school district is required to carry out the transfer within 30 calendar days. The district is required to provide for transportation for students who transfer to another school.

### **Some Additional Issues**

A parent/guardian is not guaranteed to be able to transfer his/her child to the school of his/her choice, but the district is required to consider the particular needs of the student and the parent/guardian in making the transfer decision.

In addition, to the extent possible, the district should allow the student to transfer to a school that is making adequate yearly progress, and one that is not identified as being in school improvement, corrective action, or restructuring. A charter school is only required to accept a student who meets its admission criteria if space is available.

## **SEARCHES CONDUCTED BY SCHOOL OFFICIALS**

Under ordinary circumstances, a search of a student, their school lockers, belongings (i.e. book bags, purses) and vehicles by a school official will be "justified" when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The school district will conduct random searches of lockers and book bags in the interest of maintaining a safe and secure educational environment for all students.

## **PERSONAL COMMUNICATION DEVICES**

The Board prohibits the use of personal communication devices (such as but not limited to cell phones, pagers, beepers, PDA's and DVD players) by students on district property during the school day with the exception of high school students, grades 9-12. While students are attending school sponsored activities, any use of personal communications devices will be at the discretion of the administration or designee. In addition, the Board prohibits possession and use of any device that provides for a wireless, unfiltered connection to the internet by students. The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

All personal communication devices will be turned off and placed in the student's locker for the duration of the school day with the exception of high school students, grades 9-12. Students in violation of the personal communication device policy will receive consequences as outlined in the discipline code.

## **STUDENT LOCKERS AND THEIR USE**

All students will be assigned a locker. Lockers must be used by the person assigned to it. Changes cannot be made unless approved by the homeroom teacher or the principal.

**All lockers are the property of the Titusville Area School District and school authorities may search a locker at any time with reasonable cause.** Students are not permitted, at any time, to exclude authorized school district personnel from entry to a locker or bookbag. Searches will be conducted without consent of the students. Searches will be conducted without any prior notice to students. All items inside a locker are also subject to the search policy; including bookbags, coats, gym bags, etc. Any inappropriate or illegal materials that are confiscated may be used as evidence against the student in disciplinary proceedings.

No sharing of lockers! You are prohibited from using a friend's locker in order to save steps on another floor. We strongly advise you not to give your lock combination to others. Keep your locker closed and locked at all times. Notify the office immediately if your lock is not operating properly.

Any school locker is not a maximum-security safe. Do not use it as such by putting money or other valuables of any kind in it. The school cannot be held responsible for lost or stolen items. Please follow specific instructions regarding care of valuables during physical education classes.

Students are responsible for cleaning any writing, which appears on their locker. Students must keep the interior and exterior of their lockers clean. Do not allow old papers and clothes to accumulate. Periodic checks by your homeroom teacher or principal must find this to be true or disciplinary action will be taken.

Any student visiting their locker during a class period must have a valid hall pass signed by a teacher.

## **STUDENT FEES**

Each student should make every effort to care for their books and other materials. A student fee will be assessed for a lost book or a book returned in damaged condition. For this reason, any damage or defect in a book should be reported at the time it is issued to the student.

Other fees may be assessed according to course or programming needs. Course fees at the secondary level will be advertised in the course description booklet for review prior to registering for the course.

The Titusville Area School District reserves the right to subject all returned checks to a \$20.00 service charge payable by the responsible party/parties.

## **STUDENT BOOKBAGS**

Students **ARE NOT** permitted to carry bookbags during the school day. Bookbags may be brought into the building in the morning and placed in the student's locker. The bookbag must remain there until the school day is over.

## **FOOTBALL GAME POLICY**

For the safety of our student body and spectators the district does not permit any patron to enter the game with beverages of any type. All beverages must be purchased at the concession stands located inside the stadium complex. Any container brought to the game must be thrown away at the gate before entering the stadium.

Also, bookbags, gym bags and backpacks are not permitted to be brought inside the stadium by a patron. A patron with a bookbag, gym bag and/or back pack will not be permitted to enter the stadium. Bicycles, skates, scooters, footballs, Frisbees, and skateboards are not permitted inside the stadium.

Students or adults removed for behavioral reasons will not be issued a refund.

## **DRESS CODE**

Students shall be allowed reasonable freedom in dress and adornment. However, restrictions will be imposed whenever the mode of dress in question is unsafe or is disruptive to school operations and the educational process in our professional certified opinion. This would include any apparel that would suggest any affiliation or membership in any group or organization that advocates illegal or inappropriate activities. We expect that students will follow the dress code for school events such as concerts and banquets and meet any additional requirements of the instructor/advisor.

## **TITLE IX: ANTI-HARASSMENT PROCEDURES**

### **Unlawful Harassment**

The Titusville Area School District prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools. All complaints of harassment shall be investigated promptly, and corrective action shall be taken when allegations are verified.

### **Definitions**

The term harassment includes but is not limited to slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, sex, national origin, age or handicap/disability.

**Ethnic harassment** includes the use of any derogatory word, phrase or action characterizing a given racial or ethnic group that creates an offensive educational environment.

**Sexual harassment** shall consist of sexual advances, requests for sexual favors, and other inappropriate verbal and physical conduct of a sexual nature when:

Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.

Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.

Such conduct deprives a student of educational aid, benefits, services or treatment.

Such conduct has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes, pin-ups, calendars, objects, graffiti, vulgar statements abusive language, innuendoes, references to sexual activities, overt sexual conduct, or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or which creates an intimidating, hostile or offensive learning or working environment.

### **Complaint Procedure**

If any unwelcome, offensive or inappropriate behavior occurs or is continuing to occur, the student shall follow the established complaint procedure. All parties should realize that each may both file a complaint and be the subject of complaints under these policies.

A student shall immediately report a complaint of harassment, orally or in writing, to the building principal, guidance counselor, teacher, or any other authorized employee, who shall inform the student of his/her rights and of the complaint process.

The building principal shall immediately notify the compliance officer, Superintendent or other designated administrator and shall conduct an impartial, thorough and confidential investigation of the alleged harassment. The complainant and accused shall be notified of the progress at appropriate stages of the procedure.

The building principal shall prepare a written report summarizing the investigation within 15 days unless additional time to complete the investigation is required and recommending disposition of the complaint. Copies of the report shall be provided to the complainant, the accused, the Superintendent and others directly involved, as appropriate.

If the investigation results in a substantiated charge of harassment, the district shall take prompt corrective action to ensure the harassment ceases and will not recur.

### **Discipline**

A substantiated charge against a district staff member shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a district student shall subject such student to disciplinary action, consistent with the student discipline code, and may include educational activities and/or counseling services related to unlawful harassment.

If it is concluded that a student has made false accusations, such student shall be subject to disciplinary action, consistent with the student discipline code.

Disciplinary actions shall be consistent with the student code of conduct, board policies, and district procedures, applicable collective bargaining agreements and state and federal laws.

### **Right to Appeal**

If the complainant is not satisfied with a finding of no violation of the policy or with the prompt corrective action recommended in the investigative report, she or he may submit a written appeal to the compliance officer within 15 days.

The compliance officer shall review the investigation and the investigated report and also may conduct a reasonable investigation.

The compliance officer shall prepare a written response to the appeal within 15 days. Copies of the response shall be provided to the complainant, the accused and the building principal who conducted the initial investigation.

### **Protection of grievances**

Neither reprisals nor retaliations shall occur as a result of good faith charges.

### **Hazing**

Hazing is any action or situation, which recklessly or intentionally endangers the mental or physical health or safety of a student, is strictly prohibited. All complaints of possible hazing shall be made immediately to school administrator. Upon notification, an investigation will be conducted. The harassment/sexual harassment policy and procedures will be followed with the Title IX coordinator also being notified, if warranted by the investigation. Consequences will follow in accordance with Title IX regulation in the Handbook Agenda of the Titusville Middle and High Schools.

If you have any questions you may contact the Title IX Coordinator at the following address and telephone number: Administration Office, Terry Kerr, Assistant Superintendent; 221 North Washington St. Titusville, PA 16354 Phone: 814-827-2715 Ext. 3411

# **VIOLENCE AND WEAPONS POLICY**

## **Terrorist Threats/Acts**

The Titusville Area School District recognizes the danger that terrorist threats and acts by any student presents to the safety and welfare of district students, staff and community. The district recognizes the need for an immediate and effective response to a situation involving such a threat or act.

## **Definitions**

**Terrorist threat** - shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience, i.e. bomb threats.

**Terrorist act** - shall mean an offense against property or involving danger to another person.

The Titusville Area School District prohibits any student from communicating terrorist threats or committing terrorist acts directed at any student, employee, Board member, community member or school building. Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terrorist threat or act.

When an administrator has evidence that a student has made a terrorist threat or committed a terrorist act, the following guidelines shall be applied:

The building principal shall immediately suspend the student. and promptly report the incident to the Superintendent based on further investigation; the building principal may report the student to law enforcement officials. The Superintendent may recommend expulsion of the student to the Board.

If a student is expelled for making terrorist threats or committing terrorist acts, the Board shall require, prior to re-admission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

If a student is expelled for making terrorist threats or committing terrorist acts, upon return to school, the student shall be subject to random searches.

In the case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act and follow Board policy.

## **Weapons**

The Titusville Area School District prohibits the possession of lethal weapons or look-a-like weapons in a school building or on school property. When an administrator has evidence that a student is in possession of a lethal weapon or a look alike in a school building or on school property the following guidelines shall be applied:

The building principal shall immediately suspend the student. The building principal shall promptly report the incident to the Superintendent. Based on further investigation, the building principal shall report the student to law enforcement officials. The Superintendent shall recommend expulsion of the student to the Board.

If a student is expelled for possessing a weapon or a look alike, the Board shall require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

If a student is expelled for possessing a weapon or a look alike, upon return to school, the student shall be subject to random searches.

In the case of exceptional students, the district will take all steps necessary to comply with the Individuals with Disabilities Education Act and follow Board policy.

Any student who possesses a weapon in, or is responsible for, bringing a weapon into the school environment will be in violation of this policy and will be subject to a minimum of three days of suspension and may be reported to the police or other appropriate law enforcement agencies. A meeting must be convened with parents/guardians, representatives of the school district, and other appropriate social/legal agencies prior to student returning to classroom.

## **PENALTIES FOR INFRACTIONS OF OUR SCHOOL CODE**

### **Definition of Terms**

Parent Shadowing, Detention, In-School Reassignment, Out-of-School Suspension, Exclusion or Expulsion are penalties that have been approved by the school board of directors as appropriate penalties for student misconduct. Please refer to the Student Handbook for more detailed information.

# **ALCOHOL AND OTHER DRUG POLICY**

## **POLICY STATEMENT**

The School Board of the Titusville Area School District recognizing that the misuse of chemicals is a serious problem with legal, physical, emotional and social implications for the whole school community, adopts the position that students must be chemically free in order that they develop in the most productive and healthy manner possible.

It is therefore this district's policy to prevent and prohibit the possession and/or use, mimic of use, sale, and/or mimic of sale, distribution, and/or intent of distribution of any illegal or controlled mood-altering chemical medication or abused chemical not approved by the health office, on school property, at school-sponsored events, on school buses and en-route to and from school by any mode of travel.

Such prevention and/or prohibition shall occur through a three-faceted program, including (1) education, (2) prevention, and (3) intervention.

Violations of this policy include the possession, use sale, distribution, or mimicking the possession, use, sale or distribution of chemicals as defined and described within the parameters of this policy. The consequences of such violations may result in permanent expulsion from school by the School Board.

This policy will be implemented through the cooperative efforts of the faculty, administration, student assistance programs, instructional support teams, school employee groups, students, parents/guardians, bus drivers, and community agencies of the Titusville Area School District.

### **Terms**

**Alcohol and Other Drugs:** May be used interchangeably, shall include any alcohol or malt beverage, controlled substance, or illegal and abused substance or medication not approved and registered by the health office, and any substance which is intended to alter mood. Examples of the above are marijuana, LSD, chemical solvents, glue, prescriptions and over-the-counter medications not approved and registered by the health office and any look-a-like chemical.

**Counseling:** Are defined as services rendered by a certified drug-abuse or mental health specialist.

**Paraphernalia:** Any devices designed for the use of drugs.

**Safe and Drug Free School Zone:** The Public School Code of PA has defined "safe zones of passage between home and school through such measures as drug and weapons free school zones which enhance law enforcement and neighborhood control." The safe and drug free school zone encompasses an area within 1000 feet from property owned by the school district.

**School Property:** Shall include not only actual buildings, facilities and grounds on the school campus, but shall include school buses, school bus stops, school parking areas and vehicles within those parking areas, sidewalks and any facility being used for a school function.

**Student Assistance Program:** Our Student Assistance Program consists of a team of school personnel trained to identify and support students with possible problems that are having a negative impact on their education; (i.e. drug and alcohol, mental health, academic, etc.) and refer them if necessary to the appropriate method of intervention

### Situation I

A staff member is concerned about inappropriate behavior, poor class performance, tardiness, absenteeism, etc. It may be related to alcohol and other drug use.

Immediate Action: Staff member makes referral by written form to the Student Assistance Team.

Investigation: SAP Team members in conjunction with faculty and staff investigate the extent of the problem.

Notification of Parents: Parents will be notified immediately and encouraged to be involved throughout the student assistance process.

Confidentiality: Limited to those involved.

Disposition of Substance: Not applicable.

Remedial Action: Counseling sessions and further referral if warranted.

Notification of Police: Not Applicable.

### Situation II

A student demonstrates symptoms of possible alcohol or other drug use (staggering, slurred speech, incoherence, dazed appearance, inability to respond, vomiting, unconsciousness, etc.) This situation will be handled as a medical emergency.

Immediate Action: All standard health and first aid procedures will be followed. The student shall not be left alone.

Investigation: If alcohol or other drug use is confirmed, the principal or designee will request that the student empty his/her pockets and/or purse and volunteer all drug-like substances. The student's person, locker desk and all personal property will be searched according to policy. The student shall not be left alone. The SAP Team will be notified.

Notification of parents: Yes.

Confidentiality: Confined to those with a need to know as mandated by school policy.

Disposition of Substance: If a substance is discovered at the time of the emergency, it will be provided to the appropriate medical personnel for the sole purpose of aiding in treatment. Substance will then be sealed, documented and submitted to the police for analysis.

Remedial Action: If no confirmed chemical involvement, follow standard school health procedure for follow-up. If chemical use is confirmed, refer to core team to investigate student's background and make findings known to parents/guardians, counselors and principals.

Notification of Police: Required, if chemicals are involved.

### Situation III

The student is caught with or under the influence of alcohol or other drugs for the first time on school property, at school-sponsored events or within the Safe and Drug Free School Zone.

**Immediate Action:** School personnel will confiscate any chemicals, escort the student to the principal's office or summon the principal or designee. The principal will write an anecdotal report of the incident.

**Investigation:** If alcohol or other drug use is confirmed, the principal or designee will request that the student empty his/her pockets and/or purse and volunteer all drug-like substances. The student's person, locker desk and all personal property will be searched according to policy. The student shall not be left alone. The SAP Team will be notified.

**Notification of Parents:** The principal will contact the parent/guardian immediately and describe the situation. The principal will attempt to provide the parent/guardian with an opportunity to be present when the police are involved.

**Confidentiality:** Confined to those with a need to know as mandated by school policy.

**Disposition of Substance:** If a substance is discovered at the time of the incident, it must be sealed, documented, and submitted to the police for analysis.

**Remedial Action:** Refer to the SAP Team to investigate student's background and make findings known to parents/guardians, counselors and principals. **Minimum:** Five to Ten Day Out-of-School Suspension.

**Maximum:** School board hearing for expulsion from school for up to one calendar year from the date of the hearing. Professional alcohol and other drug evaluation and counseling shall be a prerequisite for re-admission to school. In addition, the school may require random drug testing. Other criteria for re-admission may be established as necessary.

**Notification of Police:** Required.

#### **Situation IV**

The student is caught with or under the influence of alcohol or other drugs again on school property, at school-sponsored events or within the Safe and Drug Free School Zone.

**Immediate Action:** School personnel will confiscate any chemicals, escort the student to the principal's office or summon the principal or his designee. The principal will write an anecdotal report of the incident

**Investigation:** If alcohol or other drug use is confirmed, the principal or designee will request that the student empty his/her pockets and/or purse and volunteer all drug-like substances. The student's person, locker desk and all personal property will be searched according to policy. The student shall not be left alone.

**Confidentiality:** Confined to those with a need to know as mandated by school policy.

**Disposition of Substance:** If a substance is discovered at the time of the incident, it must be sealed, documented, and submitted to the police for analysis.

**Remedial Action:** Immediate ten-day out-of-school suspension and referral to school board for a hearing to permanently expel the student.

**Notification of Police:** Required.

#### **Situation V**

The student is found using, in possession of, or suspected to be under the influence of alcohol or other drugs when attending as a participant or spectator, any school sponsored function on or off school property, including any athletic or activity event in another school district, school, or public/private location.

Immediate Action: School personnel will confiscate any chemicals, escort the student to the principal's office or summon the principal or his designee. The principal will write an anecdotal report of the incident.

Investigation: Notify police or security personnel for assistance. The principal or designee will request that the student empty his/her pockets and/or purse and volunteer all drug-like substances. The student's person, locker desk and all personal property will be searched according to policy. The student shall not be left alone.

Notification of Parents: A parent/guardian will be contacted immediately and the situation described. The parent/guardian will be requested to transport the student home. If parents/guardians are unable or unwilling to transport the student, police will be asked to transport the student home.

Disposition of Substance: If a substance is discovered at the time of the incident, it must be sealed, documented, and submitted to the police for analysis.

Remedial Action: Refer to the SAP Team to investigate student's background and make findings known to parents/guardians, counselors and principals. Minimum five to ten day suspension. Maximum: School Board hearing for expulsion for up to one calendar year from the date of the hearing. Professional drug and alcohol evaluation and counseling shall be a prerequisite for re admission to school. In addition, the school will require random drug testing. Other criteria for re-admission may be established as necessary.

Notification of Police: Required, if chemicals are involved.

#### **Situation VI**

There is evidence that a student is engaged in the process of distributing or selling alcohol or other drugs to anyone on school property, at a school function or on school time or within the Safe and Drug Free School Zone.

Immediate Action: School personnel will confiscate any chemicals, escort the student to the principal's office or summon the principal or designee. The principal will write an anecdotal report of the incident.

Investigation: Police will handle from legal point of view.

Notification of Parents: The principal will contact the parent/guardian immediately and describe the situation. The principal will attempt to provide the parent/guardian with an opportunity to be present when the police are involved.

Confidentiality: Confined to those with a need to know as mandated by school policy.

Disposition of Substance: If a substance is discovered at the time of the incident, it must be sealed, documented, and submitted to the police for analysis.

Remedial Action: Immediate ten day out-of-school suspension and referral to school board for hearing on (a) expulsion for up to one calendar year (b) referral for a drug and alcohol evaluation to determine appropriate intervention (c) provide other suitable schooling. SAP referral. Upon re-admittance to school, the student will undergo random drug testing for a minimum period of one year. Other criteria for re-admission may be established as necessary.

Notification of police: Required.

#### **Situation VII**

The student is in the possession of drug related paraphernalia on school property, at school-sponsored events or within the Safe and Drug Free School Zone.

Immediate Action: School personnel will confiscate the paraphernalia, escort student to the principal's office or summon the principal or designee.

Investigation: Notify police or security personnel for assistance. The principal or designee will request that the student empty his/her pockets and/or purse and volunteer all drug-like substances. The student's person, locker desk and all personal property will be searched according to policy. The student shall not be left alone. If a substance is found, refer to Situation V for procedures.

Notification of Parents: The principal will contact the parent/guardian immediately and describe the situation. The principal will attempt to provide the parent/guardian with an opportunity to be present when the police are involved.

Confidentiality: Confined to those with a need to know as mandated by school policy.

Disposition of Substance: If a substance is discovered at the time of the incident, it must be sealed, documented, and submitted to the police for analysis.

Remedial Action: Immediate 10 day suspension and referral to school board for hearing on (a) expulsion for up to one calendar year (b) referral for a drug and alcohol evaluation to determine appropriate intervention or (c) provide other suitable schooling. SAP referral. Upon re-admittance to school, the student will undergo random drug testing for a minimum period of one year. Other criteria for re-admission may be established as necessary.

Notification of Police: If a substance is found, police will be notified.

### **Situation VIII**

A student volunteers information about personal drug or alcohol usage and asks for help.

Immediate Action: The student is referred to a guidance counselor and is informed of services available and encouraged to seek assistance.

Investigation: The staff member may request advice from the Academic Support Team.

Notification of Parents: If the student is referred to the Academic Support Team, parent notification is mandatory.

Confidentiality: Confined to those with a need to know as mandated by school policy.

Disposition of Substance: Not Applicable.

Discipline: Not Applicable: Directed assistance available.

Notification of Police: Not Applicable.

**PARENT HANDBOOK VERIFICATION FORM**

In order to be in compliance with state and federal guidelines, we are obligated to keep a record on file verifying that all parents have received a copy of the 2013-2014 Parent Handbook.

Please sign and return this form to our office as soon as possible. We appreciate your cooperation regarding this matter and we hope that the information published in this handbook is beneficial to you.

Thank you,

Terry L. Kerr  
Assistant Superintendent  
Titusville Area School District

-----  
(Detach and return after signing)

\_\_\_\_\_ Yes, I have received a copy of the 2013-2014 Titusville Area School District Parent Handbook.

Print Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Print Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please list your children and the school they are attending below.

<u>Student Name</u>	<u>School</u>